

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Britt Garton Pisto, britt.pisto@illinois.gov , 312-814-8972
3.	Announcement Type:	Competitive
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	684
6.	Funding Opportunity Title:	Integrated English Literacy and Civics Education (IELCE)
7.	CSFA Number:	684-01-2879
8.	CSFA Popular Name:	Adult Education – IELCE – Federal Funding
9.	CFDA Number(s):	84.002
10.	Grant Period	Initial: July 1, 2024 – June 30, 2025; Renewal Years: July 1 – June 30, 2028.
11.	Anticipated Number of Awards:	35
12.	Estimated Total Program Funding:	\$3,000,000
13.	Award Range:	Formula-based
14.	Source of Funding:	Federal Pass-through
15.	Cost Sharing/Matching Requirement:	No
16.	Indirect Costs Allowed	Yes
	Restrictions on Indirect Costs	Federal up to 5% of the total federal award on administrative costs Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State:
17.	Posted Date:	April 15, 2024
18.	Closing Date for Applications:	May 29, 2024
19.	Intent to Apply Notice:	No
20.	Technical Assistance:	May 6, 2024 – 10:00 a.m.to 11:30 a.m.

BACKGROUND

This document stipulates the requirements for submitting a Request for Proposal application for federal funding in accordance with CFR §463.70. Eligible applicants must address the activities and requirements set forth in this document. The Table of Contents will guide you through the document. Additionally, resource materials which provide detailed explanations, examples of multilingual approaches, definitions of key terms, and RFP submission details are available for reference at: <https://www.iccb.org/grant-opportunities/>

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PURPOSE

This Notice of Funding Opportunity (NOFO) is intended to solicit a Request for Proposal from eligible programs (CFR 463.23) that work to achieve the purpose of Section 243, Integrated English Literacy and Civics Education, of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 which is to provide adult education and literacy services 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.
- 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.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

The Components of an IELCE program include:

- Literacy/English Language Acquisition
- Civics Education
- Workforce Preparation
- Integrated Education and Training / Integrated Career & Academic Preparation System (ICAPS)

Note: This Notice of Funding will provide Federal IELCE funding for state Fiscal year 2025 through State Fiscal Year 2028 and provides funding to carry out the expectations of IELCE – WIOA Section 243. Required deliverables, allowable activities, performance measures, and requirements for submitting a Request for Proposal are described throughout this NOFO. All funding is based on Federal appropriations.

Years 2, 3, and 4 of IELCE funding are contingent on successfully meeting all required programmatic requirements. Programs will be provided with a Year End Report Card and will meet with designated ICCB staff to identify targeted areas for improvement. The criteria will be published in the IELCE Provider's Guide.

ELIGIBLE APPLICANT INFORMATION

Per CFR §463.23, to be considered for funding under this Request for Proposal, an applicant of demonstrated effectiveness 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

Eligible applicants may apply as single entities, consortiums, or lead agencies with subgrantees. A consortium refers to a collaborative partnership between multiple educational institutions or organizations. Consortia members collaborate to enhance and expand adult education services to eligible and targeted populations through sharing resources, expertise, and best practices to better address the diverse needs of adult learners in the applicant's designated Area Planning Council. All consortium and subrecipients must be eligible for IELCE funding as identified above.

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

- A lead agency provides subawards to subrecipients to carry out programmatic purposes. The lead agency acts as a pass-through entity.
- The lead agency 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 agency must notify all consortium partners or subrecipients of the applicable laws and regulations by providing all stakeholders with the IELCE Grant Agreement. The terms of the Agreement apply to all subawards authorized in the agreement (CFR § 200.101(b)(2)).
- The lead agency 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.

DEMONSTRATED EFFECTIVENESS

The eligible applicant must demonstrate effectiveness in serving the target population(s) (Section per CFR § 463.75. 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 IELCE Request for Proposal process. If applying as a consortium or include subgrantees, each entity must meet demonstrated effectiveness.**

1. An eligible applicant must demonstrate effectiveness by providing 3 years of performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of English language acquisition.
2. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements:

- An eligible provider that has been funded under Title II of the Act in the past must provide performance data required under WIOA Section 116 to demonstrate past effectiveness. This section establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for the individuals served by each of the six core WIOA programs. The performance accountability indicators that apply are (a) employment rate-second quarter after exit, (b) employment rate-fourth quarter after exit, (c) median earnings - second quarter after exit, (d) credential attainment, (e) measurable skill gains, and (f) effectiveness in serving employers.

- An applicant that has not been previously funded under Title II, as amended by WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

The ICCB has set minimum thresholds for applicants *demonstrating effectiveness*. These minimum thresholds for each performance area are noted below.

1. Improving the Skills of Eligible Individuals.

- The applicant must demonstrate a Measurable Skill Gain rate equal to or above 70% of the State Negotiated Target of 37% as an average over three years.
- The applicant must demonstrate that 27.75% of learners have made a measurable skill gain in the content areas of English Language Acquisition.

2. Outcomes for Participants

- The applicant must demonstrate effectiveness in a minimum of two of the following outcomes by achieving 70% of the State Negotiated Rate, as an average over a three-year period, in the following categories.
 - (26.9%) Employment rate – second quarter after exit
 - (27.5%) Employment rate – fourth quarter after exit
 - (\$4,925) Median Earning – second quarter after exit
 - (30.8%) Credential Attainment
- The demonstrated effectiveness requires the applicant to achieve the required outcomes in at least one of the following categories.
 - (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

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.

**The Demonstrated Effectiveness Document in Amplifund will provide an opportunity to provide a brief narrative explaining the data.*

For Current Funded Adult Education and Title II Programs, use the ICCB Title II Performance files posted here <https://www.iccb.org/grant-opportunities/>

Applicants not previously funded by Title II through the ICCB must provide performance data and cite the sources for each outcome to demonstrate effectiveness.

ELIGIBLE SERVICES AND ALLOWABLE ACTIVITIES

Adult Education means academic instruction and education services below the postsecondary level that increases an individual's ability to

- 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;
- transition to postsecondary education and training; and
- obtain employment

Below are the eligible services and allowable activities for applicants under Section 243 – IELCE as well as other requirements as designated by the Illinois Community College Board per CFR §463.175.

English Language Acquisition Programs, per 34 CFR §463.31, are defined as a program of instruction:

- That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension in the English language; and
- That leads to:
 - Attainment of a secondary school diploma or its recognized equivalent; and
 - Transition to postsecondary education and training; or
 - Employment

No more than five percent (5%) of the total amount awarded to grantees can be used by the grantee shall be used for administrative and non-instructional purposes. 34 CFR §463.26 allows:

- An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:
 - Planning;
 - Administration, including carrying out performance accountability requirements;
 - Professional development;
 - 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
 - Carrying out the one-stop partner responsibilities described in (CFR) §678.420, including contributing to the infrastructure costs of the one-stop delivery system; Sub-recipients may request an administrative costs waiver—subject to DWD approval—if this restriction prevents the sub-recipient from adequately providing for the administration of its program.

29 USC 3331. SEC. 241. ADMINISTRATIVE PROVISIONS. (a) SUPPLEMENT NOT SUPPLANT. 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.

INDIVIDUAL ELIGIBILITY FOR SERVICES

An eligible individual to receive Integrated English Language and Civics Education services per CFR § 463.75 is an individual:

- Who is an English language learner,
- Who is an English language learner with an advanced degree,
- Who has attained 16 years of age,
- Who is not enrolled or required to be enrolled in a secondary school under State law,
- Who is basic skills deficient,
- Who does not have a secondary school diploma or its recognized equivalent.

GRANT DELIVERABLES

Under this Notice of Funding Opportunity, the ICCB envisions a comprehensive Adult Education Career Pathway Program that will provide an array of instructional and support services designed to help students make smooth transitions within adult education and into postsecondary education/training and employment. The expectation is that applicants will propose services for

English Language levels through preparation for sustainable employment, English Language Acquisition and Training, and Civics Education. To accomplish this, a successful applicant proposes the following services and activities:

Required Services

- Provide direct English Language Instruction with a paid and qualified instructor. Instruction may occur via distance education, remote learning, in-person learning, or HyFlex learning models.
 - Include ICCB approved IELCE Competencies in English Language Instruction.
 - Build on the Illinois Adult Education ELA/ESL Standards/Common Core and College Readiness Standards, and the Illinois Career Cluster Framework to ensure students are college and workplace ready.
 - Scale effective strategies ***including the required bridge programs and Integrated Career and Academic Preparation System (ICAPS)*** or other approved integrated models that meet the required guidelines for the ICCB.
- Integrate distance learning programming to address barriers to in-class participation and include technology focused instruction to improve learning and the skills necessary for success of students in adult education, and their transition into postsecondary education and employment. This includes, but is not limited to, digital literacy, specific instructional software, distance education, and the development of other technology skills needed for student success. (Illinois Policy)
- Utilize evidence-based and integrated teaching methodologies that may include multi-lingual approaches that are based on research to improve English Language Acquisition and prepare students for college and career readiness.
- Ensure 100% of adult learners receive the required NRS pre-assessments within the ICCB assessment policy (found in the Adult Education Provider Manual) and ensure post-testing rates meet the expected targets.
- Utilize data from the state Management Information System to improve instruction and services to ensure performance accountability
- Develop a career pathways system with multiple entry points for all adult learners, including One-Stop and American Job Center locations.
- Establish partnerships with core and/or required partners to ensure enhanced student support services to smooth transitions to education/training and employment.
- 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)
- Implement contextualized Career Pathways and Industry-focused curricula that are aligned with industries and occupations using labor market information targeted at the state and regional levels while responding to the needs of local employers.
- Multilingual instruction is allowable to supplement, not supplant English Language Instruction. Note examples of Multilingual instruction included in the Resource Materials found here: <https://www.iccb.org/grant-opportunities/>

BRIDGE AND ICAPS PROGRAMMING

A key strategy to address the needs of adult learners and meet performance accountability indicators of WIOA, are Bridge and ICAPS (Integrated Career and Academic Preparation System) programming (CFR §463.35) which are required offerings for all IELCE funded programs. (Illinois Policy). This strategic decision is grounded in the understanding that these programs play a crucial role in enhancing participants academic, career readiness, and credential attainment. To ensure accountability and assess the effectiveness of these initiatives, all programs must offer,

with enrolled eligible adult learners, Bridge and ICAPS programming throughout the academic year. (Illinois Policy)

PERFORMANCE

Federal law requires that states demonstrate continuous improvement in achievement of the outcomes negotiated. (CFR §463.35) Applicants will be required to meet and/or exceed all targets as set by the ICCB, according to Federal National Reporting Systems (NRS) guidelines. These indicators of performance are listed below. Eligible applicants funded will be required to use data to improve program service and delivery.

The ICCB will determine professional development and program needs for programs failing to meet the guidelines determined by the ICCB. All Programmatic Watch and Probation guidelines are outlined in the Adult Education Provider Manual. The following 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. The primary indicators of performance are:

Performance Measure	Target
Employment (Second Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.	27.0%
Employment (Fourth Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.	27.6%
Median Earnings (Second Quarter After Exit): Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.	\$4,926.00
Credential Attainment: 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%
Measurable Skill Gains: 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%

PROGRAM CONSIDERATIONS

Through this Request for Proposals, the applicant must demonstrate how the program will fulfill each of the considerations per CFR § 463.22, how they will assist students in achieving literacy skills, and how they will set up career pathway frameworks that will lead students to postsecondary education and training and/or employment.

1. The eligible applicant has documented the need to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of

career pathway services, including individuals who have low literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified State Plan, area plans, etc.).

2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
3. The applicant demonstrates past effectiveness in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
4. The applicant's proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
5. The applicant demonstrates the use of instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, are built on a strong foundation of research and effective educational practice, and includes the essential components of reading.
6. The applicant demonstrates effectiveness in providing instruction in reading, writing, speaking, mathematics and English language acquisition and is based on best practices, scientific valid research and the state standards.
7. The applicant proposes activities program that effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance.
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to postsecondary education and training, advance in employment and exercise the rights and responsibilities of citizenship.
9. The applicant proposes activities that are delivered by well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have access to high quality professional development.
10. The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions/ institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community based organizations, nonprofit organizations and intermediaries, for the development of career pathways.
11. The applicant offers flexible schedules and supportive services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
12. The applicant maintains a high-quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures
13. The local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs.

The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations.

(Illinois Specific Consideration)

INFORMATION AND GENERAL EDUCATION PROVISIONS ACT (GEPA) NOTICE TO ALL
APPLICANTS

The Department of Education's General Education Provisions Act (GEPA), Section 427 of GEPA enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382) applies to all providers for new grant awards under Department programs. **All applicants must include information in their applications to address this provision in order to receive funding under this program.**

Section 427 requires each applicant for funds to include in the Grant Narrative and Application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally funded project or activity.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards.

The following examples may help illustrate how an applicant may comply with Section 427.

- An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application a multi-lingual approach on how the applicant intends to provide outreach services in multiple languages that represent the diversity in each Area Planning Council.
- An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available accessible for all learners.
- An applicant implementing an approved multilingual approach to recruitment and instruction.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

STATE OF ILLINOIS UNIFIED PLAN

Under the federal Workforce Innovation and Opportunity Act (WIOA), the State of Illinois is required to submit a Unified Plan that is a partnership of core partners including, Title I and III, through the Department of Labor, and Title II and IV through the Department of Education. The Illinois Community College Board (ICCB) supports the vision and state goals in the State of Illinois Unified State Plan Draft and is seeking eligible adult education providers that will fulfill the requirements of the WIOA as outlined in the State Unified Plan which includes –Title II: Adult Education. Information on the Unified State Plan can be found here: [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](https://illinoisworknet.com)

BUDGET AND FINANCE

WIOA requires the Secretary of Education to reserve 12 percent of the AEFLA appropriation available for grants to carry out the IELCE program under Section 243. Federal funds may be used to serve eligible participants in the target population as described in the ICCB Adult Education Provider Manual. It is expected that providers will use a variety of resources to provide Integrated English Language and Civics Education instructional and support services.

Per Section 243 of WIOA

- Not less than 95 percent shall be expended for carrying out adult education and literacy activities
- The remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of section 232.

Funding each year is contingent upon availability of funds, demonstrated effectiveness in serving the target population, and ability to meet the grant requirements. Existing instructional and/or support activities may not be duplicated pursuant to Section 241(a) of WIOA in reference to supplement, not supplant services.

The **estimated** funding availability for FY2025 is indicated below. Funds are subject to change pending federal appropriations.

Funding Source	Estimated Funding Available for FY2025
Federal Integrated English Literacy and Civics Education	\$3,000,000

The funding formula for the IELCE grant is a combination of a base allocation, student enrollment (3-year average) + attendance hours (3-year average).

- Base allocation is calculated by a percentage of the total allocation divided equally among all funded providers.
- Student enrollment is a cost per student times the program’s 3-year average.
- Attendance hours is a cost per attendance hours times programs 3-year average.

Newly funded programs, or programs lacking 3-years of data, will be funded using the data available.

RESOURCES

The following resources are referenced throughout the Notice of Funding Opportunity and have been organized here for your convenience.

- Adult Education Area Planning Council Census/Index of Need Data
<https://www2.iccb.org/data/research-tools/district-census-data/>
- Adult Education and Literacy Provider Manual
https://www.iccb.org/adult_ed/?page_id=618
- Allowable Activities as defined by WIOA in Section 203(2)
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-ielce-report-to-congress-final-508.pdf>
- Bridge and ICAPS Resources <https://www.icapsillinois.com/>
- IELCE Toolkit
https://excellenceinadulthood.org/file/699/IL_IELCE_Tool_Kit%20Updated.pdf
- IELCE Civics Competencies
<https://excellenceinadulthood.org/file/605/IL%20IELCE%20Civics%20Competencies.pdf>
- Evaluation Resources <https://ilworkforceacademy.com/evaluation-toolkit/>
- Section 10-22.20 of the School Code (105 ILCS 5/10-22.20)
<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=1032&ChapterID=17>
- Title II, Adult Education and Literacy, of the Workforce Innovation and Opportunity Act of 2014
<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Illinois Adult Education and English Language Content Standards.
<https://excellenceinadulthood.org/resources/iccb-statewide-contextualized-curricula>
- Illinois Adult Education and Literacy, Public Act 91-830
<http://www.ilga.gov/legislation/publicacts/pubact91/acts/91-0830.html>
- Illinois Career Pathway Dictionary <https://pathwaysdictionary.org/>
- Illinois Community College Board Workforce Education Strategic Plan
<https://www2.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>
- Illinois Unified State Plan [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](https://www2.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf)

- Professional Development Resources: <https://excellenceinadulthood.org/professional-development/tools-and-guides>
- Regional and Local Plans
http://www2.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx
- Resource Materials, including Multilingual Approach, Area Planning Council and Local Workforce Board Map, and Adult Education Services and Budget Planning.
<https://www.iccb.org/grant-opportunities/>

AWARD ADMINISTRATION, MONITORING, AND DATA INFORMATION

1. The Merit based review of the IELCE grants is in compliance with 2CFR Section 200.204.
 - a. Programs must meet demonstrated effectiveness.
 - b. Applications will be reviewed by adult education experts and scored using a rubric based on the categories in the IELCE Narrative and the Scope of Work.
2. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the FY2025 NOSA and submission of the required documents.
3. A Notice of State Award (NOSA) will be issued to the IELCE Funded Programs that have successfully completed all grant award requirements.
4. Based on the NOSA, the Merit Based finalist is positioned to make an informed decision to accept the grant award.
5. Merit-Based Evaluation Appeal Process: competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal. An appeal must be received within 14 calendar days after the date that the grant award notice has been published. Submit your letter of appeal to Kathy.Olesen-tracey@illinois.gov
6. Response to Appeal: ICCB will acknowledge receipt of an appeal within fourteen (14) calendar days from the date the appeal was received and will respond to the appeal within 60 days or supply a written explanation to the appealing party as to why additional time is required.

All funded programs will be reviewed either on-site or by desk review to ensure compliance with federal, state, and ICCB policies, regulations, and procedures. Each applicant must complete a risk assessment through the State of Illinois Grant Accountability and Transparency Act (GATA) portal. This assessment will determine risk condition as outline in GATA. The GATA requirements are posted at <https://www.illinois.gov/sites/gata/Pages/default.aspx>.

Programs are expected to meet all performance targets as established by the ICCB. Programs will be closely monitored in order to assist struggling programs to improve National Reporting System performance at both the program and state level.

When examining program performance, it is expected that, at a minimum, programs will meet the state targets for level completion rates for Education Functioning Levels. The ICCB will specifically look at the number of NRS reportable students and, of that number, the overall percentage of students obtaining a level gain as determined by post-testing conducted within test publisher guidelines.

Each funded provider will be expected to meet all performance outcomes and activities performed under this grant. The State Management and Information System Data will be used by all Illinois Adult Education and Literacy providers through the duration of this grant cycle. Student data is to be entered in the State MIS on a monthly basis and used to complete the required reporting outlined in the Adult Education Provider Manual.

All funded programs will submit all required reports as indicated in the ICCB AEL Provider Manual.

STATEWIDE INFORMATIONAL MEETINGS

An informational meeting will be held via web conferencing. **Registration for the webinar is not required.** It is **not** mandatory that an eligible program attend an informational meeting, but it is highly encouraged. The informational meetings will begin and end promptly at the times designated below. An opportunity for questions will be provided.

In the case of unexpected problems, visit the ICCB website for cancellations and/or rescheduled sessions.

May 6th, 2024 10:00am-11:30am Bidder's Conference

Join Zoom Meeting

<https://us06web.zoom.us/j/88143579953?pwd=rxnZRYxiagbhQjPjppJSHNhjz4dg5e.1>

Meeting ID: 881 4357 9953

Passcode: 876166

Phone Audio: 312-626-6799

APPLICATION DIRECTIONS AND GENERAL INFORMATION

Application Deadline: May 29th, 2024 at 5:00 PM CST.

Applications received after the deadline will not be considered.

All materials needed for the application are on the State of Illinois' grants application site at <https://il.amplifund.com/Public/Opportunities/Details/eada1341-d244-47d9-9d15-6341f6d0494f>

Amplifund Support:

- Email: contact@amplifund.com
- Phone (216) 377-5500
- User Tutorials: [Applicant Portal Guide – Illinois Grant Management Support \(zendesk.com\)](#)
- The Resource Packet contains additional information on accessing Amplifund.

All required information and attachments must be included as part of the application to be considered. Application materials include

- Uniform Grant Application
- Agency Contact Information for Chief Executive Officer, Chief Fiscal Officer, Project Administrator, and Project Coordinator.
- Uniform Budget
 - The Chief Executive Officer or authorized signature must sign the Certificate worksheet within the Uniform Budget.
- Grant Narrative
- Work Plan

The Continuation Year requirements will be shared will be provided via the ICCB website and the Provider Listserv.

GENERAL INFORMATION

The grant period is July 1, 2024 to June 30, 2028. **Continued funding in Years 2, 3, and 4 are contingent upon state and federal allocations and the program’s ability to meet the required services outlined in the AEL Provider Manual.**

1. Complete the pre-qualification under Grant Accountability and Transparency Act portal. <https://grants.illinois.gov/portal/>
2. Complete the FY25 Internal control Questionnaire (ICQ), also known as the financial risk assessment, on the GATA portal for grantees.
3. Submit all required documents and complete all required portion of the Request for Proposals outlined in this NOFO.
4. Meet all deadlines and other elements as specified.
5. Meet all eligibility requirements.

All grantees are subject to Risk-Based Monitoring as determined by Internal Control Questionnaire responses. In addition to a fiscal audit, this includes a programmatic review of compliance files and supporting documentation for courses, services sites and data security protocols.

AWARD INFORMATION

1. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of finalist requirements.
2. A Notice of State Award (NOSA) will be issued to the Merit Based finalists that have successfully completed all grant award requirements. Based on the NOSA, the Merit Based finalist is positioned to make an informed decision to accept the grant award.
3. Upon acceptance of the grant award, announcement of the grant award shall be published by the awarding agency to Grants.Illinois.gov.
4. A written Notice of Denial shall be sent to the applicants not receiving awards.
5. Merit-Based Evaluation Appeal Process: Competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal. An appeal must be received within 14 calendar days after the date that the grant award notice has been published.
6. Response to Appeal: ICCB will acknowledge receipt of an appeal within fourteen (14) calendar days from the date the appeal was received and will respond to the appeal within 60 days or supply a written explanation to the appealing party as to why additional time is required.

TERMS OF THE GRANT

1. Programs may be asked to clarify or revise certain aspects of their proposals. Grantees will receive an award letter from the Illinois Community College Board that specifies the amount of the award(s).
2. Successful applicants will assure that they possess legal authority to enter into a grant agreement with the ICCB and, by doing so, will certify that they are in compliance with applicable State and Federal rules and regulations as stipulated in the grant agreement. False assurances or certifications will cause the grant to be voided.
3. Programs will submit request for payment to the Budget and Operations Office of the ICCB on an as-needed basis. State funds will be allocated on a scheduled basis. Federal funds must be requested and must be dispersed by the program within 30 days of receipt. Payments may be stopped or reduced if the funded provider fails to meet the

conditions of the grant as listed in the grant agreement, this IELCE FY25-FY28 Competitive Plan, federal law, state law, and ICCB policy and procedures.

4. All state and federal funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705), the Grant Accountability and Transparency Act (30 ILCS 708) and applicable federal regulations (2 CFR 200). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
5. These funds may not be used to support HSE Testing Administration or to pay for test taker testing fees. This is not an allowable cost.
6. Funded programs are subject to the provisions of Section 511 of P.L. 101-166 (the Stevens Amendment) due to the use of federal funds for the programs. All announcements and other materials publicizing the programs must include within the content a statement as to the amount and proportion of Federal funding involved.
7. Funded providers may enter into a sub-grantee agreement with another eligible entity, which is not already funded, to provide additional services to support the adult education population served. However, all program responsibilities are to be retained by the funded program to ensure compliance with the terms and conditions of the grant. All sub-grantees must be listed on the Proposed Sub grantee's Attachment and all information required on the Proposed Sub grantee's Attachment must be filled out completely. The ICCB reserves the right to review and approve all sub-grantee agreements.
8. All providers subject to Subpart F of the new Uniform Grant Guidance must submit one paper and one electronic copy of the audit to the ICCB. Providers not subject to Subpart F of the new Uniform Grant Guidance must submit a grant specific audit according to the U.S. Government Accounting Office (GAO), also known as the Government Auditing Standards (The Yellow Book). One paper copy and one electronic copy should be provided to the attention of Adult Education, Program Compliance. A grant-specific audit will, at a minimum, include an audit opinion; a compliance report or an additional paragraph in the audit opinion which provides positive assurance of compliance with rules, regulations, state and federal law and the ICCB Adult Education and Literacy expenditure requirements; a balance sheet; a statement of revenues and expenses; and relevant notes to the financials.

GENERAL ASSURANCE FOR TERMS OF THE GRANT

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA), the Americans with Disabilities Act, and the Workforce Innovation and Opportunity Act (WIOA).
2. The Illinois Community College Board (ICCB) may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantees in the conduct of activities performed under the grant. However, failures of ICCB to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in Super Circular 2CFR Part 200 – Uniform Administrative Requirements and in as applicable to State law and regulation.
4. Grantee shall adhere to ICCB reporting requirements, including the submission of monthly, quarterly, mid-year, and annual financial and programmatic reports.

5. Entities expending \$750,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by the ICCB and its representatives.
7. Budget records may be required to be submitted monthly, semi-annually and annually. In order to draw down monthly reimbursements, programs must submit documentation of actual expenditures from the institutional business office for the previous month(s). Documentation of actual expenditures from the institutional business office must also be submitted with the interim and final budget reports.
8. Grantee must receive prior written approval from the ICCB before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
9. Grantee must receive prior written approval from the ICCB for any budgetary realignment of \$1,000 or 10% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by federal and or state government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, ICCB may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay ICCB for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due to the grantee.
12. Grantee shall not charge any fees to ABE or ESL Beginning or Intermediate learners for instructional services. However, a program may charge a nominal fee up to a \$3.00 fee per student, per unit of instruction. An accounting of all fees collected must be maintained for each fiscal year. Additionally, an accounting of how the collected fees were used to provide services to ASE students must also be maintained. The fees collected during a fiscal year must be spent during that same fiscal year. All records dealing with a fee charge are subject to monitoring and audit.
13. All program income is governed by Super Circular 2CFR 200 and shall be documented in auditable records reported annually to the ICCB. All program interest and income generated shall only be expended on allowable adult education services during the fiscal year it is generated. These fees and monies may not be used as a portion of the required local match nor to supplant local support.
14. Local matching funds must be accounted for in program records and used only for costs allowable under the Adult Education and Literacy Act (AEFLA)
15. Any proposed sub-grantee under this grant award shall be included in the original proposal's appendices. Failure to comply with this provision could result in denial of reimbursement for such non-approved sub-grantee services.
16. Fund use shall be limited to adult instructional services and shall not be used for individuals enrolled in Pre-K-12 services or activities. Grantees must ensure that all students under the age of 18 have been officially withdrawn from school.
17. Classes supported with grant funding shall begin and end within the grant award period.
18. The program must support the performance goals of the state by establishing appropriate program goals and outcomes. Valid accurate data from learner records must be entered into the Data and Information System, Illinois (DAISI) database as prescribed in the AEL Provider manual and reviewed on a regular basis by all staff members to ensure the program staff is cognizant of the program's efforts to meet outcome goals.

19. Reviews of DAISI /PENTAHO reports and self-evaluation must be conducted throughout the fiscal year to ensure that program is continuously monitoring its effectiveness and efficiency.
20. Grantee shall certify that they prohibit and covenant that they will continue to prohibit discrimination and certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender identification, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bon fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.
21. Grantee specifically agrees to comply fully with the non-discrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act; the Americans with Disabilities Act of 1990 (42 USC 12101 et seq); the Nontraditional Employment for Women Act of 1991; Title VI of the Civil Rights Act of 1964 as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1967, as amended; Title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR part 37 and 38.C.
22. Reports or other documents produced in whole or in part with grant funds shall bear no copyright notice or indicate that the grantee and ICCB are joint owners of the copyright.
23. Grantee shall give due credit to the ICCB and the Department of Education on all marketing materials developed or produced under the scope of this award.
24. Grantee shall provide a minimum of 30 days written notice from the CEO to the Executive Director of ICCB if the organization should decide to cease providing services under this grant.

CONTACT INFORMATION

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