

Integrating English Literacy and Civics Education (EL-Civics)

PROGRAM GUIDANCE AND INSTRUCTIONS

**EL-CIVICS CONTINUATION GRANT
ADULT EDUCATION AND FAMILY LITERACY ACT**

July 1, 2007 through June 30, 2008



Office of Adult Education

MARCH 2007

**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH
Office of Adult Education**

**CONTINUATION GRANT ANNOUNCEMENT
FEDERAL ADULT EDUCATION AND FAMILY LITERACY ACT**

**INITIATIVES FOR INTEGRATING ENGLISH LITERACY
AND CIVICS EDUCATION**

SUBJECT: Announcement of Continuation Grant Application for Initiatives for Integrating English Literacy and Civics Education (EL-Civics)

The URL: www.michigan.gov/adulteducation

There are two parts to this application:

Part A. Program Guidance and Instructions

- Section I: General Information
- Section II: Other Information
- Section III: Review Process and Review Criteria for Narrative
- Section IV: Information Concerning Other Requirements
- Section V: Application Instructions
- Appendix

Part B. Grant Application Form

NATURE OF ACTION REQUESTED: **Voluntary**

The Michigan Department of Labor & Economic Growth (DLEG) is pleased to announce the continuation of funding for English Literacy and Civics Education (EL-Civics) initiative funded through the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998 amended. Funding for this federal program is required to be competitive for all eligible applicants and is available as continuation grants for the multi-year period of December 1, 2001, through June 30, 2007. Approximately \$500,000 was available for the Phase I program year 2001-2002 and approximately \$1,248,000 was awarded for the Phase II program year 2002-2003. An estimated \$1,000,000 was available for the Phase III program year 2003-2004. An estimated \$1,300,000 was awarded for the Phase IV program year 2004-2005. Approximately \$1,000,000 was available for the Phase V program year 2005-2006.

The EL-Civics grant program was established to support projects that demonstrate effective practices in providing and increasing access to programs and services that integrate English literacy and civics education. The focus of Michigan's EL-Civics program is to find innovative and effective ways to combine the teaching of English as a second language (ESL) and civics education.

An application must be submitted electronically through the Michigan Education Grant System (MEGS) to the DLEG, Office of Adult Education **no later than 12:00 midnight on June 15, 2007.**

**Michigan Department of Labor & Economic Growth
Office of Adult Education
Continuation Grant Application for
Initiatives for Integrating English Literacy and Civics Education (EL-Civics)**

SECTION I. GENERAL INFORMATION

INTRODUCTION

This application is designed to meet federal requirements in the Workforce Investment Act (WIA), Title II Adult Education and Family Literacy program funds from the United States Department of Education.

The U.S. Department of Education Program Memorandum FY 2001-2003 announced an additional \$70M that will be distributed to all states on a formula basis. It states that these funds are for "integrated English literacy and civics education services to immigrants and other limited English proficient populations." The U.S. Department of Education provides the following definitions to clarify this new initiative:

- "An English literacy (EL) program means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language." Adult Education & Family Literacy Act
- "Individual of limited English proficiency means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language." Adult Education & Family Literacy Act
- "Civics education means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help participants acquire the skills and knowledge to become active and informed parents, workers, and community members." November 17, 1999, Federal Register

"The purpose of this initiative is not simply to expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in the education, work, and civic opportunities of this country, immigrants and other limited English proficient persons must not only master English but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care." U.S. Department of Education Program Memorandum FY 2001-2003, June 27, 2001.

The Michigan Department of Labor & Economic Growth will allocate its share of this funding, up to \$1,000,000 for the 2007-2008 program year, to eligible agencies seeking innovative and effective ways to combine the teaching of English as a second language and civics education. Michigan's 2007-2008 funding cycle asks applicants to continue their exploration of new methods for integrating English literacy and civics education, to expand upon past successful pilot(s), and plan for the long-term sustainability of the program. The goal of this initiative is to expand English literacy programs through assisting immigrants and other limited English proficient persons to become more proficient in English as they learn about this country – its political processes and societal values -- and the rights, responsibilities and privileges associated with citizenship in the United States.

To become full participants in American life and to be successful as workers, parents, family members, and citizens, adults in the United States must be able to read and communicate in English. Evidence indicates that individuals with limited English proficiency are eager to learn English and the other skills needed to succeed in U.S. society. English literacy instruction is the fastest growing component of adult education, with enrollment in English literacy classes increasing 105 percent throughout the United States over the past 10 years. In addition to learning English to participate fully in American life, individuals must be able to understand and navigate governmental, educational, workplace systems, and key American institutions. The increasing number of individuals seeking citizenship has stimulated growth and interest in citizenship and civics preparation classes.

The Workforce Investment Act of 1998 requires entities involved in workforce development activities, including adult education and literacy programs, to participate in the operation of local one-stop delivery systems. Because of these new and expanded collaboration requirements, applicants should address activities to establish and sustain partnerships with regional Workforce Development Boards. The application narrative requests information on how the applicant will coordinate EL-Civics activities with their regional Workforce Development Board.

The federal funding is designated for the purpose of finding new and effective ways to combine the teaching of English literacy and civics education. Research on teaching adults with limited English proficiency indicates that the use of a variety of instructional methods is effective in achieving successful outcomes. Such methods include the use of trained teachers and a variety of instructional teaching methods in contexts such as family and workplace that focus on meaningful activities that meet the language, literacy, and cultural needs of participants. Diversity in new and innovative teaching materials to help adults learn English while also learning about civil rights, civic participation and responsibility, and obtaining citizenship will help programs increase English literacy learner and program outcomes.

The DLEG's State Plan revision, approved by the United States Department of Education, addresses the overall adult education goals and strategies as they relate to the State program to encourage coordination of local service delivery among a variety of programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and literacy services which include: Adult Basic Education Skills, General Education Development (G.E.D.) Preparation, High School Completion, English as a Second Language, Family Literacy, and Workplace Literacy. Adult education delivery systems may include organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate individually or in consortia to deliver services.

GRANT PURPOSE

The English Literacy and Civics Education (EL-Civics) grant program was established to support projects that demonstrate effective practices in providing, and increasing access to integrated programs and services that incorporate English literacy and civics education. Federal authorization through the Workforce Investment Act, Title II provides for the funding of competitive multi-year grants starting December 1, 2001 through the program year 2007-2008.

WORKPLACE ESL

In awarding grants or contracts under this section, the eligible agency shall consider the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills (WIA, Section 231 (e)(3)).

State priority for this use of the EL-Civics grant funds is to support on-site ESL instruction for immigrants and refugees in entry-level positions.

Allowable costs for workplace ESL: EL-Civics activities include preparation, planning and instruction, testing and scoring, travel, and materials. Funding will allow for one instructor per class. Bilingual support staff may be involved during intake and assessment.

Non-allowable costs for workplace ESL: TVs/VCRs, camera equipment, computers, computer software, ESL programs on cassette, and bilingual support in the classroom.

Programs that do not have instructors trained and skilled in zero-based ESL (ESL instruction for participants with little or no English language skills) are strongly discouraged from offering workplace ESL to zero-based employees.

Funding for workplace ESL instructional activities will be restricted to one course for a maximum of 10 weeks per employer. Applicants are encouraged to apply for funding for the 10-week maximum, as instructional periods of shorter duration may not yield measurable gains in language proficiency. The DLEG recommends a minimum of four (4) hours of instruction per week for a maximum of 10 weeks.

Language learning goals need not be in the form of Educational Functioning Level advancement (EFL), *but must be measurable*. Goals may be set in terms of points to be gained on the approved test instrument. Applicants are encouraged to establish goals that are reasonable and attainable.

Applicants applying for funds for on-site workplace ESL must provide a letter of commitment from each employer in which the employer agrees to assume financial responsibility for the continuation of the workplace ESL program provided that the EL-Civics-funded activity achieves its goals. It is suggested that the employer agrees to commit to period of instruction equal to that provided with EL-Civics funding. *A sample letter of support is included with your application materials. **Employer letters of support should be scanned into a Word Document labeled as:5 On-Site Workplace ESL, with the Employer's name and uploaded to the attachments folder in the electronic application.***

ELIGIBLE APPLICANTS

Eligible applicants for this grant are:

- 1) Local educational agencies;
- 2) Community-based organizations of demonstrated effectiveness;
- 3) Volunteer literacy organizations of demonstrated effectiveness;
- 4) Institutions of higher education;
- 5) Public or private nonprofit agencies;
- 6) Libraries;
- 7) Public housing authorities;
- 8) Nonprofit institutions that are not described in any of these subparagraphs and have the ability to provide English literacy and civic education services to adults; and
- 9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items (1) through (8).

Consortium Information:

CONSORTIA: All fiscal agents for a consortium must complete the Consortium Membership Certification Form with the signature of the person authorized to approve fiscal agreements with other agencies. Consortia should be formed only with other agencies that conduct an adult education program and instruct adult participants. The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from the DLEG. The fiscal agency for the consortium should detail the duties, roles and responsibilities of each party specifically in regard to approving financial expenditures, performance reporting, participant assessments, and other state and federal requirements. The application should be collaboratively planned to ensure all consortium members are aware of the regulations and responsibilities of the federal funding.

Log-on for consortia member agencies: The consortia method of program operation can have significant consequences to data reporting. Many federally funded consortiums have member agencies that belong to different consortiums for the state aid and federal funding sources. Each fiscal agency must have adult learner plan, enrollment, assessment, educational gain, and follow-up and goal attainment data for all participants served with federal grant funds.

Consortium members and their fiscal agents are responsible for participant data reporting. Specifically, **each fiscal agent** is accountable for the data entry of all required participant data into MAERS, which includes adult learner plan, enrollment, pre-test assessment, post-test assessment, outcome, follow-up and any other data required to meet reporting obligations as specified by the Office of Adult Education.

PARTNERSHIPS: When the fiscal agent provides adult education services to participants from another agency, and that agency does not have an adult education program nor receives any of the federal funds from this grant to support a program, this arrangement constitutes a partnership agreement. Partnership designations may be noted in the narrative or identified as a partner agency in the application in Section D. Coordination of Efforts. No signatures are needed unless the partners choose.

CONTRACTORS: An adult education fiscal agent may contract with another program to provide services. For example, Michigan Works! Agencies may contract with adult education providers to provide services or a school

district may contract with a literacy council to provide tutor instruction to low level readers in their district's program. In these cases, the participants are not entered into MAERS by the contracting agency as participants of that agency but instead belong to the fiscal agency and are entered into MAERS under the log-on of the fiscal agency. Actual contracts with terms and conditions must be in place. Contractors must be listed in the application.

CLIENT ELIGIBILITY

The law states that the eligible persons for this grant program are immigrants and other limited English proficient persons. Adult education funding may serve adults, age 16 years and older, who are neither enrolled in, nor required to be enrolled in, secondary school under state law.

FUNDING INFORMATION

Grants made available through this federal funding will be awarded December 1, 2001, through June 30, 2008. Applicants awarded EL-Civics funds beginning December 1, 2001, must provide information as required in subsequent applications for annual continuation of funding. Due to the limited amount of this funding and the geographic diversity of English literacy programs, competition for the EL-Civics funding will be statewide and not allocated by the demographics of Workforce Development Board regions.

For the 2007-2008 funding period, the grant applicant will determine the cost for implementing EL-Civics program including a specific set of materials for instruction in a classroom or in a tutor-based program, or expanding upon successful pilot(s). The applicant will want to continue with the design of a comprehensive EL-Civics program, integrating instruction for workplace, governmental, and/or educational systems and key institutions, such as banking and health care. The applicant may conduct more than one activity, but must be able to document how the pilots or activities will enhance the English literacy program. Furthermore, applicants must be able to show how they can provide the oversight and evaluation of the effectiveness of each activity. The cost of each activity must be broken out in the budget summary and justified in the budget narrative so individual expenses relating to specific activity or activities can be reviewed as to their reasonableness and necessity. The number of participants involved in each activity, the number of participants in the applicant's current ESL program, the extent of the activity, and the applicant's history of performance will also be considered as part of the evaluation process. Applicants will be notified to adjust their budgets if it is in the best interest of the State.

How the funds may be expended:

The funding request must be used to support the specific activities and costs related to instructional materials for the integration of English literacy and civics education. They may include staff salaries, testing materials, equipment, and staff training. Applicants are urged to consider the sustainability of their program efforts when determining costs. Support services such as childcare and transportation required for program implementation are allowed. Requests for administrative costs must be identified and should not exceed 5 percent of the total proposed budget. Applications that propose costs that are not reasonable and necessary compared with other applications of similar design and scope will be denied.

Phase I – Planning and Piloting New and Innovative Materials and Methods

The 2001-2002 EL-Civics grant application provided the opportunity for programs to seek new and innovative materials and methods for effectively integrating civics education into English literacy programs at the local community level. The Phase I-Pilot funding was available to examine, purchase, and instruct, on a trial basis, selected innovative materials and programs for the initial seven-month period (12-1-01 to 6-30-02). There was approximately \$500,000 from the FY 2000 and FY 2001 federal Adult Education allocation to Michigan available for Phase I projects. This provided programs with a planning period for a more comprehensive integrated program for later implementation. Phase I was not intended for total program implementation, but to provide English Literacy programs with opportunities to explore various programs and materials and plan for a more comprehensive and orderly implementation process. During Phase I, local programs selected, explored, and piloted various researched-based instructional resources. To support the efforts of local programs, the DLEG:

- Provided information to assist in this exploration, including a menu of EL-Civics materials that were recommended, previewed, and selected by State and local ESL adult education programs.
- Conducted a special program and materials showcase on October 8, 2001, for teachers and administrators to preview the selected materials.

- Facilitated training for programs implementing Crossroads Café, On Common Ground, and the Progressive Accelerated Language Program.
- Held a follow-up showcase on April 12, 2002, for teachers and administrators that reviewed and shared successes of the Phase I pilots.

Phase II - Implementation

Programs selected for initial Phase I – Planning and Pilot funding and demonstrating compliance with the program requirements were eligible to apply for EL-Civics Phase II – 2002-2003 Implementation funding. Phase II allowed Phase I program providers to fully implement successful program(s) piloted the previous year. If the Phase I pilot was not successful, or if a program chose to try additional pilot programs for the development of a comprehensive program, continuation applicants could select, on a trial basis, other programs in the second year. The intent is to find the program(s) that will most benefit the participants in the English literacy program while improving program effectiveness and increasing learning through civics education. **During Phase II, approximately \$1,248,00 was awarded to eligible applicants.**

The Phase III - Sustained Program Funding

Phase III funding covered the July 1, 2003, to June 30, 2004, program year. This phase allowed for further exploration of a comprehensive EL-Civics program, the completion of any implementation activities, and planning for the long-term sustainability of the program. **Phase III funding had approximately \$1,000,000 for funding purposes.**

The Phase IV – Program Funding

Phase IV funding covered July 1, 2004, to June 30, 2005, program year. This phase allowed for further exploration of EL-Civics programs and planning for long- term sustainability of programs. **Phase IV had approximately \$1,300,000 available for funding purposes.**

The Phase V – Program Funding

Phase V funding covered the July 1 2004 to June 30, 2005 program year. This phase allowed the capturing of all the pilots and any EL-Civics capstone activities that could be expanded and sustained in program 2007-2008. The final financial and narrative report is due November 30, 2008. **Phase V received approximately \$1,300,000 for funding purposes.**

NOTE: There will be no more pilot programs in program year 2007-2008. You are required to complete ONLY the Budget Detail. All budget items should be documented on the Budget Detail.

Timeframe for the Continuation Grant: This is a continuation of the multi-year federal grant as required by the Federal Adult Education and Literacy Act. The continuation grant application will be made available on April 9th, 2007 with the applications due by 12:00 midnight June 15, 2007. Grant awards for the continuation grant will be announced by July 2007.

PROGRAM EFFECTIVENESS

WIA Title II requires the establishment of a comprehensive performance accountability system. This system is based on state and federal accountability requirements. Applicants who are currently receiving state or federal adult education funding are already on the Michigan Adult Education Reporting System (MAERS). The purpose of these state and federal requirements is to record participant progress and assist in assessing the effectiveness of program providers in achieving continuous improvement of teaching and learning for all adult education and literacy activities in order to optimize the return on investment of federal and state funds in adult education and literacy activities.

The DLEG requires the entry of information on every adult education participant into the centralized electronic database. All state and federally funded adult education and literacy programs (including funding from Sections 107 of the State Aid Act) will use the Michigan Adult Education Reporting System (MAERS). MAERS was based on the requirements of the National Reporting System (NRS), developed by the U.S. Department of Education, to report participant performance data to DLEG. Each year, the DLEG Office of Adult Education will prepare the State report for the U.S. Department of Education using this data in aggregate form.

The Educational Functioning Level (EFL) gains and the Goal Related Outcomes are determined by standardized assessments appropriate to the participant’s EFL and outcome goal. The assessments used must be those approved by

the U.S. Department of Education and the DLEG. The applicable ESL Educational Functioning Levels and outcome goals are as follows:

Educational Functioning Levels for English as a Second Language (ESL):

- Beginning Literacy ESL
- Low Beginning ESL
- High Beginning ESL
- Low Intermediate ESL
- High Intermediate ESL
- Advanced ESL

Goal Related Outcomes/Follow-Up Measures for ESL Participants: Achieve English Proficiency

Primary Goal (Advance one EFL)

Other Secondary Goals are possible depending on the participant's EFL (see MAERS Training Manual 2005, Enrollment Section, Page 9).

EL-Civics Education Performance Measurement: Information on all adult education participants must be entered into the Michigan Adult Education Reporting System (MAERS) and meet all National Reporting System (NRS) and MAERS requirements including: registration and training for accessing the MAERS; data entry to web-based portal; and providing complete data in accordance with MAERS definitions. Applicants that have all their limited English proficient participants already entered into MAERS will not need to provide additional information into MAERS for this grant funding. Applicants who do not currently receive other state or federal adult education funds will have to enter all their adult education participants into MAERS for reporting to the National Reporting System (NRS) and provide all required information including pre- and post-tests for ESL Educational Functioning Levels (EFL). There is no specific assessment for civics education, thus the EFL for the ESL participants will be the educational gain measurement for reporting purposes.

Program Effectiveness: Agencies applying for the EL-Civics funding will be required to develop a plan for showing how they will monitor the effectiveness of the instructional tools being used in order to determine their impact on both teaching and learning. Given that the purpose of the activity is to determine the effectiveness of various tools for this population, the program plan should reflect how each activity impacts the program quality and participant achievement.

SECTION II. OTHER INFORMATION

LENGTH OF AWARD AND CONTINUATION OF FUNDING

This is a continuation of a five-year application. Funding will be effective, following the approval of the grant application, by July 1, 2007. This funding must be used to operate from July 1, 2007, through June 30, 2008. This application should be written for the funding program period 2007-2008. Applicants should update their program narrative to reflect the status of the current EL-Civics program, expanded program plans, and/or changes to the original plan. Changes in DLEG program plans, funding availability and requirements over the multi-year period by the USDOE and/or DLEG may affect future funding.

REJECTION OF PROPOSALS

The DLEG will award funding based on the review of the application and the approval by the DLEG Director. The DLEG reserves the right to reject or adjust the requested funding level of any and all proposals received as a result of this announcement. Applications that propose costs that are not reasonable and necessary compared with other applications of similar design and scope will be denied. Additionally, past performance on Adult Education and Literacy program grants will be considered when the reviewers make their recommendations to the DLEG Director.

CLOSING DATE AND DELIVERY ADDRESS

On or before 12:00 midnight June 15, 2007 the Office of Adult Education must receive the application submitted through the Michigan Education Grant System (MEGS). After the 12:00 midnight June 15, 2007 (the closing date) the **MEGS will not allow any Late Application submission.**

APPLICATION PREPARATION

This is a continuation application. Applicants must fully respond to all questions, keeping in mind the State Performance Goals and the local demand for EL Civics services.

FUNDING PROCESS

Funding for applicants currently receiving adult education state and federal funds will be based on successful completion of the DLEG Federal Annual Year-End Report and the Michigan Adult Education Reporting System (MAERS) and other reporting needs of the DLEG; the successful completion of this EL-Civics Application for 2007-2008; and, meeting all budgetary requirements for state and federal funding.

FINAL NARRATIVE AND EXPENDITURE REPORT

Grantees must request funds on a monthly basis consistent with cash management requirements in the MDE Cash Management system.

A final narrative and expenditure report is required by November 30, 2008, showing all bills paid in full. The DS-4044 is due 45 days after June 30, 2008, which is August 15, 2008.

Requirements for Final Narrative and Expenditure Report

Provide a detailed description of any activity implemented including the materials, practices, training, and equipment necessary for successful implementation. Address how the instructional materials, practices, and training enhanced the provision of English language instruction in real life contexts and ensured that individuals have the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

Indicate the number of participants that participated in EL-Civics activities and the effectiveness of staff in implementing the program during the program year 2007-2008. Indicate when the new EL-Civics instruction actually began, the duration of the instructional period, and the results. Describe the extent to which the applicant is now able to provide a comprehensive EL-Civics program to all ESL participants.

If subcontracts were used, explain the need and purpose of each as well as the qualification and experience of the subcontractor and the staff assigned to this project.

Applicants awarded funding for on-site workplace ESL funds are required to provide the following:

The name, location, and contact person of each company; the populations being served in this activity; the number of employees in each class at each site, the number of hours of instruction offered weekly; the number of weeks in the program; the NRS/DLEG approved assessment used for pre- and post-testing; and, all materials purchased with EL-Civics funds. Indicate whether or not the workplace program achieved its goals and evaluate the overall success of the program.

SECTION III. REVIEW PROCESS AND REVIEW CRITERIA FOR NARRATIVE

REVIEW PROCESS

All applications are to be submitted in the Michigan Education Grants System. (MEGS). The Office of Adult Education will coordinate the review process. Award amount will be based on merit and quality of all requested information as measured by the enclosed review criteria. All funding will be subject to DLEG approval and all applicants will be duly notified.

In addition to the content of the application, the DLEG may apply other factors in making funding decisions, such as: (1) geographic distribution; (2) duplication of effort; (3) duplication of funding; (4) collaboration with community partners and other local programs funded by the DLEG and the U.S. Department of Education; (5) performance of the fiscal agent on previously funded initiatives; and (6) the extent to which the program addresses the DLEG priorities

for low income participants, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement.

GRANT REVIEWERS

The review teams will consist of employees of the DLEG. Each review team will assist in assuring that the application meets state and regional English literacy needs and priorities.

APPLICATION NARRATIVE AND REVIEW CRITERIA

All applicants for EL-Civics funding must address the narrative portion of the application as described below.

A. EL-Civics Education Needs and Priorities

Identify the Limited English Proficient (LEP) populations served by your program and specify the needs and priorities for EL-Civics education within these populations.

Describe how the applicant will serve individuals in the community who are most in need of EL-Civics education instruction and services, including low-income immigrants and refugees or those who have minimal English language skills.

B. Program Design

1. Curriculum and Instruction

- Provide a detailed description of proposed program, including the materials, practices, training, and equipment necessary for successful implementation. Address how the instructional materials, practices, and training will enhance the provision of English language instruction in real life contexts to ensure that individuals have the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- For your ESL program offering, describe the core curriculum materials used.
- Describe how your agency will align its ESL curriculum to the state recommended content standards and benchmarks.

2. Alignment with State Performance Objectives

Describe how your agency program design will align and support the mission of DLEG and the Office of Adult Education.

DLEG Mission: Grow Michigan by promoting economic and workforce development, stimulating job creation and enhancing the quality of life in Michigan.

Office of Adult Education Mission: To ensure that all adult learners obtain the highest quality education, leading to the attainment of a secondary education, literacy and numeracy skills necessary to succeed in employment and post-secondary education.

3. Technology

- Describe how technology is used to enhance the instructional program or deliver the adult education program and provide specific examples.
- Provide information about the current practices, skills and knowledge of staff and participants in the adult education program that relate to the use of technology, including computers in the classroom

4. Recruitment and Retention

- Describe the marketing and recruitment strategies utilized to inform potential participants, referral agencies, special targeted groups and the general public of available services. Describe how the agency's marketing and recruitment plan enables the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
- Describe the retention policy/activities utilized to promote continued learner participation until goal attainment.

5. On-Site Workplace ESL

Applicants applying for on-site workplace ESL program are required to provide the following information:

The name, location, and contact person of each company; the populations being served in this activity; the number of projected employees in each class at each site, the number of hours of instruction offered weekly; the number of weeks in the project; the NRS/DLEG approved assessment used for pre- and post-testing; and, all materials to be purchased with EL-Civics funds.

6. Plan for Sustained Program Funding

Describe plans to sustain and/or expand upon past successful pilot(s) or activities. Describe the ability of staff to effectively implement the program during the program year 2007-2008. Describe the extent to which the applicant is able to provide a comprehensive EL/Civics program to all ESL participants after the completion of this funding.

If subcontracts will be used, explain the need and purpose of each, as well as, the qualification and experience of the subcontractor and the staff assigned to this project.

C. Staff Development

- Describe how the district ensures that instructors, counselors, and administrative staff are well prepared.
- Describe any pre-service training provided for new teachers and/or tutors.
- Describe how your district assesses the effectiveness of instructional staff.
- Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning through the adult education and literacy program.
- Describe how the information and material obtained from staff participation in training or attendance at conferences is shared with other staff and used to improve program performance. Please provide specific examples for your agency.

D. Coordination of Efforts

- Describe any linkages, agreements and/or coordination of activities the applicant has with specific agencies, institutions, or organizations for the delivery of EL Civics activities to maximize delivery of services and foster public participation. Identify linkages such as those with human service organizations serving immigrants and refugees, local churches with significant LEP populations, and employers that hire from the immigrant and refugee populations. Also include linkages with K-12, postsecondary institutions, private non-public schools, job training programs, WBD and EAG, One-Stop centers and social service agencies, support services, counseling, community-based organizations, business and industry, family education providers, placement, and follow-up.
- Describe how participants with special needs (low income participants, individuals with learning disabilities, individuals with multiple barriers, etc) are determined or identified. Describe the support services you provide to participants identified with special needs (i.e., transportation, childcare, etc) and how such services will increase rates of enrollment and successful completion of adult education and literacy services.

E. Performance and Evaluation

1. Adult Learning Plans (ALP)

Describe the process for using the DLEG approved ALP form for each participant and how adjustments to the plan will be appropriately incorporated.

2. Assessment

- Identify the assessment and testing instruments utilized for each program of enrollment and the processes used for testing ABE, GED, or ESL participants to determine progress after every 90 hours of attendance.
- Describe how your program will track and monitor hours of instruction to ensure continued eligibility for each participant. Note that an ABE, GED or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after

completing 450 hours of instruction. A High School Completion program participant remains eligible for funding until he/she fails to earn credit in two successive semesters or terms after completing 900 hours of instruction.

- Describe how your agency evaluates your program.

3. MAERS

- Describe how your agency will ensure participant quarterly data entry into MAERS that accurately reflects the information in the participant's file. (Note: All eligible participants enrolled must be entered into MAERS regardless of the number of instructional hours they received).
- Describe how your agency will use the Student Enrollment Report, the Missing Data Report, and the Upcoming Soft Exit management reports from the MAERS system to monitor your program performance and ensure timely and complete participant data entry into MAERS.

4. Follow-Up

- Describe the local process for reporting all measurable goal attainments, which align with State Performance Measures (Educational Goals: GED, HSD, Enter Postsecondary; Employment Goals: Obtain a Job, Retain a Job, Improve a Job), as per State follow-up requirements.
- Describe the process for completing and having on file a follow-up survey form for each participant.
- Describe the process for contacting participants within the required timelines, and completing and having on file a contact log sheet. (Educational Goals: throughout the year as appropriate; Employment Goals: quarterly)

SECTION IV. INFORMATION CONCERNING OTHER REQUIREMENTS

ADMINISTRATIVE COSTS

Section 233(a) of WIA Title II states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. The Act also provides for the "Special Rule" that in cases where the cost limits described above are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the local applicant will need to negotiate with the Office of Adult Education in order to determine an adequate level of funds to be used for non-instructional purposes.

- *It is the intent of the Office of Adult Education that the 5% administrative funding is to cover the direct administration and supervision of the program.*

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all federal grant programs, it is the responsibility of all programs funded by the Adult Education and Family Literacy Act, WIA Title II to ensure appropriate stewardship of federal funds entrusted to them. Under WIA Title II and EDGAR regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the adult education and literacy program. To meet this requirement, the district program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has sub-contractors/out-going transfers is required in accordance with paragraph 400(d) of OMB Circular A-133 to do the following with regard to its sub-recipients: (1) identify the federal award and funding source; (2) advise sub-recipients of all requirements imposed on them; (3) monitor sub-recipient activities and compliance; (4) ensure that sub-recipients have A-133 audits, when required; (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on

audits; and, (7) require sub-contractors to permit access by grantee and auditors to records and financial statements, as necessary, for the pass-through entity to comply with A-133.

Grant recipients are responsible for managing all activities performed under this grant, including the day-to-day operations of the grant and supported activities of sub-recipients. This is to assure that all funding requirements of this award are in compliance with applicable federal requirements.

SECTION V. APPLICATION INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE EL-CIVICS APPLICATION FORM

Legal Name of Applicant Organization

Fill in name, address block, and district or recipient code number.

Check Consortium box, if appropriate.

EL-Civics Contact Person

Provide name, address, phone number, and e-mail address, if available, of the individual with primary responsibility for the applicant's EL-Civics program.

Workforce Development Board Region

Provide name of applicant's Workforce Development Board Region

Assurances and Certifications

Review all certifications and provisions. Signature on page 1 indicates understanding and acceptance of these assurances, certifications, and general provisions.

Budget Detail

The budget detail must reflect the entire budget for this EL-Civics grant request. The budget proposal should be specific and detailed. It should reflect the costs outlined in your budget narrative, and contain no surprises or unjustified purchases. In all cases, present a budget based on sound rationale and justification.

Certification of Participation in a Consortium

Applicants filing as the fiscal agent for a consortium must follow the MEGS consortium guidelines.

Applicants should print the Program Guidance and Instructions and the Approved Function Code List for each grant application type for reference, before proceeding.

Complete the Budget Detail for each funding source that supports your program. The funding sources are:

Federal General Instruction

Federal Institutional

Federal EL Civics

Anticipated State Section 107 (*For School Districts who are eligible and receive funds per the language in Section 107 of the State School Aid Act*)

Anticipated Tuition and Fees (**Charges to participants in Adult Education programs funded by the above sources, which can only be used in these programs**)

Anticipated Other Local (non-federal/fee funds other than Section 107 funds, which have not been designated for use by, or as match for, any other program) Examples would be school district general fund monies from pupils, local millage revenues, bonds, donations, etc.

Allowable costs: salary and benefit costs of instructors, classroom aides, tutors, counselors, and staff supporting the instruction of participants in the adult education program. Space rental, utilities, janitorial, security services, childcare, and transportation services directly attributable to the adult education program. Classroom supplies, materials, software, small equipment, textbooks, assessments, and food/beverages at meetings whose primary purpose is to conduct and/or coordinate training on adult education, and disseminate information on State and Federal requirements for the adult education program. Advertising costs that relate directly to the recruitment of participants in the adult education program. Mailing/copying costs directly related to the adult education program and in-service training put on for adult education providers and support staff.

Unallowable costs: any costs that are general in nature, and cannot be directly attributed to the programs being offered for adult education participants.

From the Application Menu, scroll down to the BUDGET PAGES section and select the funding type (e.g. Federal General Instruction). Select the Budget Summary Tab.

Create a budget by going to Quick Link shown immediately below the highlighted Budget Summary tab, and select the category you wish to enter information for: Add Personnel, Add Other, or Add Capital Outlay.

Add Personnel: (Personnel are staff who are on the payroll of the applicant agency) Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description (e.g. Instructor A). *Do not repeat the function code description provided in the drop down box. For Personnel, you are required to enter an FTE equivalent (either a 1 for a full-time equivalent position assigned to this activity or a decimal point followed by a number for a portion of an FTE), or the number of hours the position is working on this activity.* Tab to the Salaries Box to enter the total salary cost estimated for the position, then tab to the benefits box and enter the total benefits cost estimated for the position. When all items have been entered, click on the **Save Entries** box at the bottom of the page.

Add Other: Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description of what is being purchased, contracted for, or paid out. *Do not repeat the function code description provided in the drop down box.* Specify in the Description Box, the type of service being purchased, the total quantity and description or brand name of item, name of publication, membership organization, or school district funds are being transferred to. (e.g. use Purchased Services for services you contract for, use Supplies and Materials for items that are purchased and used during the year, and use Other Expenses for items such as membership dues, or funds transferred out to other school districts Enter the total estimated cost in the appropriate box). When all items have been entered, click on the **Save Entries** box at the bottom of the page.

Add Capital Outlay: (Capital Outlay includes the purchase of equipment with a per item price in excess of \$5,000, buildings and land, or improvements to capital assets that will materially increase their value or useful life). These expenditures are for items that have a useful life greater than one year, are inventoried, and depreciated over time. Capital Outlay expenditures are excluded from Federal Reports when reporting Maintenance of Effort expenditures from sources other than Federal Funds or Tuition and Fees.

Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description of what is being purchased, or contracted for). *Do not repeat the function code description provided in the drop down box.* Tab to the Capital Outlay Box and enter the estimated amount for the item(s), then tab to the Quantity box and enter the number of items

accounted for in the total amount. Tab to the Justification Box and enter supporting information for the item. When all items have been entered, click on the **Save Entries** box at the bottom of the page.

When you have entered all information, click on the **Budget Detail** tab to review all budget data entered for the funding source. Related items will be displayed below a summary function code heading ending in "0", and sub-totals shown. Follow the on-screen instructions to add, edit, or delete items. Once you are certain all information is correct, click on **Errors** in the blue header box at the top of the screen to ensure all information is complete and accurate. Correct any errors, click "**Save**", click **Errors**, and repeat until no errors are displayed.

NOTE: If an agency checks they are a fiscal agent for a consortium, invites a member to join, and a member agrees to join as a member receiving funds, that member will create a Budget by signing in under their MEGS ID, and following the same procedure above.

Select the View Budget Summary box at the bottom of the screen. The Budget Summary is the high level summary of the information on the Budget Detail, and reflects the information entered on the Budget Detail for a specified federal fund source. The Budget Summary will reflect the summary budgets for each Consortium member, as well as contact information. *The Budget Summary also contains a warning message that alerts applicants to the fact that they have submitted a budget request that exceeds the 5% Administrative Cost limit specified for WIA Title II Federal Grants. Exceptions to the Administrative Cost limit must be negotiated with, and approved by, the DLEG Office of Adult Education.*

The Combined Budget Summary will reflect all planned expenditure of funds by function code at the "tens" position, with the total amount by fund type listed at the bottom of the page.

Communication of grant award, project approval, funding amounts, budget and narrative revisions, etc. will all be done electronically in the e-grants system. Applicants will request funds via the Michigan Department of Education Cash Management System.