



TO: Eligible Providers for Adult Education and Literacy Activities including Corrections and Integrated English Language and Civics Education

FROM: Dr. Brian Durham, Executive Director for the Illinois Community College Board

DATE: March 18, 2021

RE: FY 2022 - FY2024 Notice of Funding Opportunity for the Adult Education and Literacy Activities Competition

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|-----|------------------------------------|---|
| | | |
| 1. | Awarding Agency Name: | Illinois Community College Board (ICCB) |
| 2. | Agency Contact: | Dr. Kathy Olesen-Tracey, Kathy.olesen-tracey@illinois.gov |
| 3. | Announcement Type: | Initial announcement |
| 4. | Type of Assistance Instrument: | Grant |
| 5. | Funding Opportunity Number: | 684 |
| 6. | Funding Opportunity Title: | Adult Education Basic |
| 7. | CSFA Number: | 684-01-1625 |
| 8. | CSFA Popular Name: | Adult Education - Basic Grants to States - Federal and State Funding |
| 9. | CFDA Number(s): | 84.002 |
| 10. | Grant Period | Initial: July 1, 2021 – June 30, 2022; Continuation: July 1, 2022 - June 30, 2024 |
| 11. | Anticipated Number of Awards: | 39-90 |
| 12. | Estimated Total Program Funding: | \$52,000,000 |
| 13. | Award Range: | Formula-based |
| 14. | Source of Funding: | Federal Pass-through, State |
| 15. | Cost Sharing/Matching Requirement: | Yes |
| 16. | Indirect Costs Allowed | Yes |
| | Restrictions on Indirect Costs | Federal and Federal IELCE: Yes, up to 5% of the total federal award on administrative costs Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State: Yes, up to 20% of the total state basic on administrative costs |
| 17. | Posted Date: | March 18, 2021 |
| 18. | Closing Date for Applications: | May 7, 2021 no later than 11:59 p.m. |
| 19. | Intent to Apply Notice: | Intent to Apply Notice Due March 31, 2021 https://form.jotform.com/210704840993054 |

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|-------------------|------------------------------|---|
| | | <p>* Failure to submit notice of intent will not impact an applicant's ability to apply, their application status, or application scoring.</p> |
| <p>20.</p> | <p>Technical Assistance:</p> | <p>Friday, March 26th at 9:00- 11:00 a.m.: https://attendee.gotowebinar.com/register/4896160874970308364</p> <p>Tuesday, March 30th at 9:00-11:00 a.m.: https://attendee.gotowebinar.com/register/4745524483430193932</p> |

1. PROGRAM DESCRIPTION

1.1 Purpose

This Notice of Funding Opportunity (NOFO) is intended to solicit a Request for Proposals from eligible providers of adult education (CFR 463.23) that work to achieve the purpose of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 which is to provide adult education and literacy services in order to

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

This NOFO provides funding to carry out the following programs under WIOA Title II: (1) Adult Education and Literacy Activities (Section 231), (2) Adult Education in Correctional Institutions (Section 225), and (3) Integrated English Literacy and Civics Education (Section 243) for the period of July 1, 2021 - June 30, 2024. Required deliverables, allowable activities, performance measures, and requirements for submitting a Request for Proposal for one or several of the aforementioned programs are described throughout this NOFO. Both federal and state funds are braided to support these programs. Funding for each program is described below.

| | Program | Funding Opportunities |
|----|--|---|
| 1. | Adult Education and Literacy | <ul style="list-style-type: none"> Federal Basic State Basic and Performance* |
| 2. | Adult Education in Correctional Institutions | <ul style="list-style-type: none"> Federal Basic State Basic and Performance* |
| 3. | Integrated English Literacy and Civics Education | <ul style="list-style-type: none"> Federal IELCE |

**State Performance funding is only available to eligible providers with at least one year of prior service. Newly funded eligible providers will not be granted State Performance dollars until at least one year of service has been completed.*

This NOFO stipulates the requirements for submitting a Request for Proposal for federal and state adult education funding. Providers must address the activities and requirements set forth in this NOFO. Applicants should read and understand all requirements set forth in this NOFO and accompanying application. Additional resources available for reference are located at <https://www.iccb.org/iccb/grant-opportunities/>.

Intent to Apply for Funding. It is requested that interested, eligible providers submit an *Intent to Apply for Funding* using this link: <https://form.jotform.com/210704840993054>. The information should be submitted by March 31, 2021. **Failure to submit notice of intent will not impact an applicant’s ability to apply, their application status, or application scoring.** More information is detailed in the Application Processes section.

1.2 Background

Summary Statement from the State of Illinois Unified Plan. Under the federal Workforce Innovation and Opportunity Act (WIOA), the State of Illinois submitted a Unified State Plan that guides the partnership and program implementation of the four core partners including the Department of Commerce and Economic Opportunity, the provider of Title I providing workforce services for adults, youth, and dislocated workers; the Illinois Community College Board (ICCB), the provider of Title II providing adult education and literacy programming as well as the administrator of postsecondary career and technical education under the Strengthening Career and Technical Education for the 21st Century Act (a required partner of WIOA); the Illinois Department of Employment Security, the provider of Title III services, administering employment services and unemployment insurance; and Title IV services and Vocational Rehabilitation provided by the Department of Human Services. Together, these core agencies support the vision and state goals in the State of Illinois Unified State Plan. The ICCB is seeking current adult education providers that will fulfill the requirements of the WIOA as outlined in the State Unified Plan.

Below are six essential strategies that underpin Illinois’ commitment to engage and support all parts of our education, workforce, and economic development systems. These strategies complement the eight guiding principles of the Illinois Workforce Innovation Board Strategic Plan including the identification of clear metrics for progress and success; for informing continuous improvement, system integration, and the identification of innovative efforts; and, ultimately, the Governor’s Executive Order 3 to strengthen the state’s commitment to workforce development and job creation. They contain bedrock principles of holistic career pathway management for secondary as well as postsecondary

students and workers and demand-responsive solutions for employers. Within the operational planning section, activities associated with implementing these strategies are fully described.

- (1) *Coordinate Demand-Driven Strategic Planning at the State and Regional Levels.*
- (2) *Support Employer-Driven Regional Sector Initiatives.*
- (3) *Provide Economic Advancement for All Populations through Career Pathways.*
- (4) *Expand Service Integration.*
- (5) *Promote Improved Data Driven Decision Making.*
- (6) *Advance Public-Private Data Infrastructure.*

To learn more about the State Unified Plan which provides direction to the four core partners and many required partners, visit

<https://www.illinoisworknet.com/WIOA/Resources/Pages/StateUnifiedPlan.aspx>

To access 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>

Adult Education Strategic Plan. This application specifically focuses on transforming the lives of adult learners and readying them for education, training, and employment. It will require applicants to improve the basic literacy and language skills in an effort to transition those students to education/training and employment. As the economy changes, there is a need to help more low-skilled adults access postsecondary education and pathways to employment. The Strategic Plan for Adult Education stipulates that "adult education cannot accomplish this alone." To provide a clear direction, quality instruction, and targeted support for accelerated achievement of learner goals through further education, occupational training, and employment, it will take multiple partners to ensure the pathway system is responsive to the needs of adult learners and the workforce. Our Adult Education Strategic Plan recognizes that the changing economy requires Illinois learners develop new skills, knowledge, and credentials. The four **Strategic Plan Goals** listed below are foundational priorities of an adult education system.

- (1) *Improve Outcomes by Scaling Effective Models and Strategies Across the System.* Build, expand, and scale comprehensive career pathway systems, and create the conditions across every Adult Education program to find breakthrough ways of expanding those proven models.
- (2) *Increase Postsecondary Transitions and Credential Attainment.* Recognize that access to postsecondary education is not enough, but also ensure students are accessing postsecondary education and earning credentials that are in demand.
- (3) *Strengthen College and Career Readiness.* College and career readiness for underprepared adult students is critical to overall success. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used in the workplace.
- (4) *Develop Life-long Career Pathways Systems and Enabling Technologies.* Strategize for career and life options while meeting the diverse and context-specific learning needs of various age groups including the acquisition of basic literacy and

technical skills through both formal education and effective alternative pathways to learning.

To learn more about the Illinois Adult Education Strategic Plan, visit https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf

1.3 Program Priority: Establish a Career Pathway System

The elements and goals identified in the Adult Education Strategic Plan help to build a career pathways framework for the movement of adult learners into postsecondary education and training programs and employment. To achieve these goal priorities, this application will require eligible institutions to demonstrate how they will develop, enhance, and expand a career pathway system for adult learners. These services must include partnerships with core and required partner programs, local workforce development boards, employers, institutions of higher education, social service agencies, and others in order to develop a comprehensive approach to the delivery of adult education services.

A *Career Pathway* is defined under WIOA Section 3 as follows:

Career pathway means a combination of rigorous and high-quality education, training, and other services that

- aligns with the skill needs of industries in the economy at the State or regional levels involved
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options including apprenticeships
- includes counseling to support an individual in achieving the individual's education and career goals
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable
- enables an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential
- helps an individual enter or advance within a specific occupation or occupational cluster.

Providers proposing services under this Request for Proposals are required and must demonstrate the ability to develop a career pathway program that provides opportunities for transitions into postsecondary education and training programs as well as into employment. Bridge Programs, Integrated Education and Training Programs, as well as Workforce Preparation Programs are critical components for adult education in contributing to a comprehensive career pathway system and must be designed to meet local or regional industry needs identified in the local area workforce plans.

http://www2.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx.

1.4 Required and Allowable Services and Instructional Activities

Required services and activities as well as allowable service and instructional activities are detailed for each Adult Education program funded under this NOFO: (1) Adult Education and Literacy Activities, (2) Adult Education in Correctional Institutions, and (3) Integrated English Literacy and Civics Education.

Required Activities (for all programs under this NOFO). Under this Request for Proposal, the ICCB envisions comprehensive Adult Education programs 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 all students, at all levels beginning at the low literacy levels through preparation for postsecondary education and employment that are aligned with the four goal statements in the Adult Education Strategic Plan “Expanding Career Pathways Opportunities in Adult Education” and meet the requirements and expectations per the Unified State Plan and WIOA. Each fiscal year funded providers will carry out the following activities as described in Section 231(e) of WIOA as well as other requirements as designated by the ICCB.

Priority Services.

- Serve those individuals most in need of adult education and literacy services, including individuals who have literacy skills or who are English language learners, and other priority populations under the Unified Plan (Federal Requirement).
- Serve individuals with disabilities, including eligible individuals with learning disabilities (Federal Requirement).
- Meet or exceed the levels of performance as documented in Section 6: Data and Accountability of this NOFO,. (Federal Requirement). Additionally, providers will use data to improve instruction and services, as well as advance equitable outcomes. Lastly, providers will be required to serve a minimum of 150 NRS reportable individuals (Illinois Requirement).
- Provide adult education services and activities that are aligned with the WIOA local plans and services and with local one-stop partners (Federal Requirement).
- Use 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 (Federal Requirement).
- Provide instruction in reading, writing, speaking, mathematics and English language acquisition that is based on best practices, scientific valid research and the state standards, including Illinois Adult Education (ABE/ASE), ELA/ESL Standards/Common Core and College Readiness Standards (Federal Requirement).
- Implement program activities 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 for all learners (Federal Requirement).

- Scale effective strategies ***including the required Bridge Programs and Integrated Education and Training Models*** such as Integrated Career and Academic Preparation System (I-CAPS) or other approved integrated models that meet the required guidelines for the ICCB.
 - The following expectations are outlined for the duration of this grant.
 - Year 1: At least one active bridge program is required.
 - Year 2: At least one active bridge AND at least one active IET/ICAPS program is required.
 - Year 3: At least one active bridge AND at least one active IET/ICAPS program is required.
- Employ and support well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have access to high quality professional development (Federal Requirement).
- 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, 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 (Federal Requirement).
- Offer flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (Federal Requirement).
- Maintain a high-quality information management system, as determined by the ICCB, that has the capacity to report participant outcomes and to monitor program performance measures (Federal Requirement).
- Shall consider whether the local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs and provide such programs if need is demonstrated.

Eligible Services and Allowable Instructional Activities. Below are the eligible services and allowable activities for each program. Adult Education and Literacy, Corrections Education, and Integrated English Literacy and Civics Education. Allowable activities supported by Illinois funds are also identified.

Adult Education and Literacy Activities (Section 231). Funding available under this section will be used to fulfill the requirements under this section with the exception of those identified as state only activities.

- Adult education and literacy (including ABE, ASE, ESL/ELA)
 - Bridge Programs are considered an Illinois specific tool to achieve the

requirements of the Adult Education and Literacy Activities.

- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English Literacy and Civics Education (IEL/CE)
- Workplace preparation activities/Career Awareness/Development
- Integrated Education and Training (IET)

Correctional Education (Section 225). Funding is available to carryout corrections and education for other institutionalized individuals. The funds shall be used to cover costs of education programs for those in correctional institutions and for other institutionalized individuals including academic programs for adult education and literacy activities; special education, secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Integrated English Literacy and Civics Education (Section 243). Funding is available for integrated English Literacy and civics education in combination with integrated education and training activities. These activities are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program.

State Supported Activities. Specific instructional activities that may be integrated into the adult education program to support the eligible services leading to increased student outcomes include the following:

- Civics Education Only (State funding only)
- Citizenship only (State funding only)
- Vocational Training (State funding only and only in conjunction with Integrated Education and Training models)
- Foreign Language HSE (State funding only)

See *Appendix A: Allowable Instructional and Supportive Services Activities Definitions* for specific information.

1.5 Priority Populations and Eligible Students

The ICCB is committed to serving the populations that are most in need of the services as identified under the Illinois Unified Plan and increasing educational equity for members of special populations. <http://illinoisworknet.com/UnifiedStatePlan2020>. **Providers will be required to serve a minimum of 150 NRS reportable individuals (Illinois Requirement).** NRS reportable individuals are individuals who have been assessed with an approved assessment and have participated in at least 12 hours of instruction.

Applicants will be required to develop strategies for the delivery of instructional services targeting the following populations:

- Low literacy adults, including those without a high school diploma

- Low skilled adults
- English language learners
- Long-term unemployed
- Low-income adults
- Individuals with disabilities including youth with disabilities
- Those receiving public assistance
- Out-of-school youth
- Youth who are in or have aged out of the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Veterans and Veterans with disabilities
- Migrant and seasonal farmworkers
- Formerly Incarcerated Individuals
- Older individuals
- Individuals experiencing homelessness
- Single parents
- Displaced homemakers
- Indians, Alaska Natives, and Native Hawaiians

Individual Eligibility for Services. An eligible individual to receive Adult Education and Literacy services is an individual

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

1.6 Data and Accountability

Federal law requires that states demonstrate continuous improvement in achievement of the outcomes negotiated. Applicants will be required to meet and/or exceed all targets as set by the ICCB according to Federal National Reporting Systems (NRS) guidelines. 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 work with providers to determine professional development and program needs for programs failing to meet the guidelines determined by the ICCB. After a second year of failing to meet an acceptable standard outlined in Section 13 of the Adult Education Provider Manual, https://www.iccb.org/adult_ed/aepl-provider-manual/, the ICCB reserves the right to **not fund** any providers who do not meet the outcomes or do not meet the requirements of this grant. The following primary indicators of performance are required under the Workforce Innovation and Opportunity Act (WIOA). Refer to *Appendix D: NRS Core Outcome Measures* for additional information regarding NRS targets and indicators. The primary indicators of performance are

| Performance Measures | FY2022 Target |
|--|---------------|
| (1) Employment (Second Quarter After Exit) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program | 27.6% |

| | |
|--|---------|
| (2) Employment (Fourth Quarter After Exit) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program | 28.2% |
| (3) Median Earnings (Second Quarter After Exit) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program | \$4,650 |
| (4) Credential Attainment Rate the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program providing they obtain or retain employment or enter postsecondary education | 27% |
| (5) Measurable Skill Gains the percentage of program participants who, during a program year, are in an education or training program who are achieving measurable skill gains toward such a credential or employment | 46% |

Targets for FY2023 and 2024 will be negotiated with the Department of Education and shared with providers in a timely manner.

2. FUNDING INFORMATION

2.1 Funding Sources

There are two sources of funding for Adult Education and Literacy provided through the ICCB: Federal and State funds. Federal funds are appropriated by Congress and are allocated to each state through the U.S. Department of Education. State funding is appropriated through the Illinois State Legislature, is competitively allocated to local programs through the ICCB, and is distributed on a funding methodology.

| | |
|---|---|
| <p>Federal Funds:</p> <ul style="list-style-type: none"> • Federal Basic • Federal Integrated English Literacy and Civic Education | <p>State Funds:</p> <ul style="list-style-type: none"> • State Basic • State Performance |
|---|---|

Appendix B: Overview of Funding Sources provides a full description of each funding source and category including the purpose, eligible participants, appropriate uses of funds, and assessment and reporting requirements.

Definitions of instructional and support services allowable under ICCB funding can be found in *Appendix A: FY2022 Allowable Instructional and Supportive Services Activities Definitions*.

2.2 Funding Restrictions

State and federal funds may be used to serve eligible participants in the target population as described on Appendix B. It is expected that providers will use a variety of resources to provide Adult Education and Literacy instructional and support services. We encourage

institutions to support Adult Education within their organization. Below are the general rules for each expenditure category. For additional information related to the various funding sources and the budget, refer to *Appendix E: Assessment Guide* and *Appendix F: Budget Overview*.

Federal Funds. Per Section 233 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.
- SPECIAL RULE—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.
- A minimum of 45% of the Federal Basic and Federal Integrated English Literacy and Civics Education grant allocation(s) must be spent on direct instruction. **(Illinois Requirement)**

State Basic Funds. ICCB Adult Education Provider Manual; Section 4: Administrative Cost Limitation indicates

- A total percentage of not less than 80% shall be expended for carrying out adult education and literacy activities. **(Illinois Requirement)**
- No more than 20% of State funds may be spent on indirect costs including but not limited to program support, general administration, operations and maintenance of plant services, and information services. **(Illinois Requirement)**
- A minimum of 45% of State Basic funds must be spent on direct instruction. **(Illinois Requirement)**

State Performance Funds

- There are no minimum or maximum expenditure requirements for these funds. All expenditures must be for approved Adult Education and Literacy activities and costs. Appropriate documentation of activities must be maintained. **(Illinois Requirement)**
- It is important to note that performance awards are based on outcomes from completed, finalized, and audited data from the previous three years. However, current providers in their first year of providing adult education services are not eligible for performance dollars until they have at least one year of completed, finalized, and audited data.

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.

2.3 Funding Availability

The estimated funding availability for FY2022 is described below. All are subject to change pending state and federal appropriations.

| Funding Source | Estimated Funding Available for FY2022 |
|---|---|
| Federal Basic (inclusive of funding for AEL and Correctional Education) | \$16,497,372 |
| State Basic (inclusive of funding for AEL and Correctional Education) | \$22,651,000 |
| Federal Integrated English Literacy and Civics Education | \$ 2,795,402 |
| State Performance | \$11,236,700 |
| TOTAL | \$53,180,474 |

2.4 Cash or In-kind Match

The ICCB requires current providers to provide a cash or in-kind match at a minimum of 25% towards the provision of service under this grant. **(Illinois Requirement)** This match cannot be funds that are already used for matching on another grant.

For detailed information on allowable expenses, review *Appendix F: Budget Overview*.

2.5 Area Planning Council (APC) District Funding Estimate for FY22

An index of need found at <https://www.iccb.org/data/research-tools/district-census-data/> is used to prorate funds to each Area Planning Council based on their proportion of statewide need. These funds are then allocated to providers within their APC, (105 ILCS 405/2-4) a council established to ensure service integration within the boundaries of each community college district, based upon the defined target population.

This table includes the estimate of funding allocations per APC for Federal Basic and State Basic funds. It does not include funding allocated for State Performance or Federal IELCE.

| APC | Index of Need | Proportion | FY2022 Estimated Funding by APC |
|------------|----------------------|-------------------|--|
| 428 | 0.0178 | 0.0178 | \$ 696,841.15 |
| 501 | 0.006888059 | 0.0068 | \$ 264,856.46 |
| 502 | 0.062455444 | 0.0613 | \$ 2,401,507.86 |
| 503 | 0.014150397 | 0.0139 | \$ 544,104.51 |
| 504 | 0.032786223 | 0.0322 | \$ 1,260,680.70 |
| 505 | 0.019966776 | 0.0196 | \$ 767,753.22 |
| 506 | 0.005765952 | 0.0057 | \$ 221,709.72 |
| 507 | 0.005464134 | 0.0054 | \$ 210,104.37 |
| 508 | 0.308406546 | 0.3029 | \$ 11,858,705.98 |
| 509 | 0.03848468 | 0.0378 | \$ 1,479,795.15 |
| 510 | 0.022516835 | 0.0221 | \$ 865,806.94 |
| 511 | 0.028392432 | 0.0279 | \$ 1,091,732.66 |

| | | | | |
|-----|-------------|--------|----|--------------|
| 512 | 0.034302351 | 0.0337 | \$ | 1,318,978.15 |
| 513 | 0.009199434 | 0.0090 | \$ | 353,732.40 |
| 514 | 0.017749063 | 0.0174 | \$ | 682,478.76 |
| 515 | 0.013049213 | 0.0128 | \$ | 501,762.30 |
| 516 | 0.031515356 | 0.0310 | \$ | 1,211,813.89 |
| 517 | 0.012171159 | 0.0120 | \$ | 467,999.78 |
| 518 | 0.006573992 | 0.0065 | \$ | 252,780.10 |
| 519 | 0.004943658 | 0.0049 | \$ | 190,091.26 |
| 520 | 0.008450827 | 0.0083 | \$ | 324,947.30 |
| 521 | 0.006204346 | 0.0061 | \$ | 238,566.65 |
| 522 | 0.023830485 | 0.0234 | \$ | 916,318.79 |
| 523 | 0.007348728 | 0.0072 | \$ | 282,569.88 |
| 524 | 0.031869466 | 0.0313 | \$ | 1,225,429.99 |
| 525 | 0.038537878 | 0.0379 | \$ | 1,481,840.67 |
| 526 | 0.018755002 | 0.0184 | \$ | 721,158.68 |
| 527 | 0.026038451 | 0.0256 | \$ | 1,001,218.49 |
| 528 | 0.012493746 | 0.0123 | \$ | 480,403.74 |
| 529 | 0.007324819 | 0.0072 | \$ | 281,650.57 |
| 530 | 0.010100961 | 0.0099 | \$ | 388,397.50 |
| 531 | 0.005014799 | 0.0049 | \$ | 192,826.74 |
| 532 | 0.051118471 | 0.0502 | \$ | 1,965,583.82 |
| 533 | 0.003724838 | 0.0037 | \$ | 143,225.75 |
| 534 | 0.004784428 | 0.0047 | \$ | 183,968.61 |
| 535 | 0.032417585 | 0.0318 | \$ | 1,246,505.98 |
| 536 | 0.010946012 | 0.0108 | \$ | 420,890.98 |
| 537 | 0.00758505 | 0.0075 | \$ | 291,656.83 |
| 539 | 0.005299243 | 0.0052 | \$ | 203,764.06 |
| 540 | 0.013373161 | 0.0131 | \$ | 514,218.61 |

3. ELIGIBILITY INFORMATION

3.1 Eligible Providers (34 CFR 463.23)

To be considered for funding under this Request for Proposal, an applicant of demonstrated effectiveness may include the following:

- 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 not described in any of paragraphs (a) through (g) of this section and have the ability to provide adult education and literacy activities to eligible individuals
- i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of this section
- j. A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section
- k. Authorized under section 225 of the WIOA, programs for corrections education and the education of other institutionalized individuals require each eligible agency to carry out corrections education and education for incarcerated individuals.

3.2 Demonstrate Effectiveness

The eligible applicant must demonstrate effectiveness in serving the target population(s). The ICCB will review information below in making this determination. **Applications that do not meet the demonstrated effectiveness criteria as listed below will not be considered in the competitive process. All applicants will be notified about their status.**

- (1) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing 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 (1) reading, (2) writing, (3) mathematics, and (4) English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to (1) employment, (2) attainment of secondary school diploma or its recognized equivalent, and (3) transition to postsecondary education and training.
- (2) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:
 - (A) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
 - (B) An eligible provider that has not been previously funded under title II of the Act 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 in paragraph (a) of this section.

To demonstrate effectiveness, an applicant must provide three-years of continuous data achieving at least 70% of the following performance measures:

| Performance Measures | FY2022 Target |
|--|---------------|
| Credential Attainment Rate the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the | 27% |

| | |
|---|-----|
| program providing they obtain or retain employment or enter postsecondary education | |
| Measurable Skill Gains the percentage of program participants who, during a program year, are in an education or training program who are achieving measurable skill gains toward such a credential or employment | 46% |

Note: If applying as a consortium, all consortium members must address the demonstrated effectiveness.

4. APPLICATION AND SUBMISSION INFORMATION

4.1 Grant Period and Pre-Application Processes

Intent to Apply for Funding. It is requested that eligible agencies submit an *Intent to Apply for Funding* using the link: <https://form.jotform.com/210704840993054>. The information should be submitted by March 31, 2021. * **Failure to submit notice of intent will not impact an applicant’s ability to apply, their application status, or application scoring.**

You will be asked to identify which programs (Adult Education and Literacy Activities (Section 231), Adult Education in Correctional Institutions (Section 225), and/or Integrated English Literacy and Civics Education (Section 243) you are considering for submitting an application. Additionally, you will be asked to identify your Area Planning Council District. See *Appendix I: The Area Planning Council District Map*.

The full grant cycle is from July 1, 2021 through June 30, 2024 with the initial grant period from July 1, 2021 to June 30, 2022.

Continuation of funding for years 2 and 3 of the grant cycle is contingent upon state and federal allocations and the program’s ability to meet the required services outlined in the AEL Provider Manual as well as the applicant’s grant agreement. A programs that does not meet the required services must submit a continuous improvement plan that targets the specific services not in compliance as a part of the continuation plan.

- (1) Complete the pre-qualification under Grant Accountability and Transparency Act portal. <https://grants.illinois.gov/portal/>
- (2) Respond to the Request for Proposal by the due date.
- (3) Complete all required portions.
- (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.

4.2 Application Requirements and Expectations

Identified below are the requirements and expectations for eligible applicants under this NOFO. Each requirement and expectation has been integrated into the Application Narrative. Per CFR 463.22.

Each eligible provider seeking a grant or contract must submit an application to the eligible agency containing the information and assurances listed below, as well as any additional information required by the eligible agency including:

- (1) A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA.
- (2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
- (3) A description of how the eligible provider will provide services in alignment with the local workforce development plan including how such provider will promote concurrent enrollment in programs and activities under Title I as appropriate.
- (4) A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan including how such provider will collect data to report on such performance indicators.
- (5) A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to
 - (A) Provide access through the one-stop delivery system to adult education and literacy activities.
 - (B) Use a portion of the funds made available under the Act to maintain the one-stop delivery system including payment of the infrastructure costs for the one-stop centers in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding.
 - (C) Enter into a local memorandum of understanding with the Local Board relating to the operations of the one-stop system.
 - (D) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of the Act.
 - (E) Provide representation to the local board.
- (6) A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals.
- (7) Information that addresses the 13 considerations listed in § 463.20 and the Illinois specific consideration identified in the Illinois State Unified Plan.
- (8) Documentation of the activities required by § 463.21(b).

4.3 Successful Applications and Program Considerations

The past effectiveness of an eligible applicant in improving and enhancing the literacy skills of adults and families is a strong factor in the delivery of adult education instruction and supportive services. The ICCB will consider the success of a funded provider in meeting or exceeding such performance measures as identified by the Federal National Reporting System (NRS). The ICCB also recognizes the need to build a career pathway system for adult learners that will enhance education and employment opportunities. In order to accomplish this, the eligible applicant must address the following federal considerations as well as one state consideration, as listed below.

Through this Request for Proposal, the applicant must demonstrate how the program will fulfill each of the considerations, how they will assist student 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 documents 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 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.) (Federal requirement).
- (2) The applicant demonstrates the ability to serve eligible individuals with disabilities including those with learning disabilities (Federal requirement).
- (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 (Federal requirement).
- (4) The applicant's proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners (Federal requirement).
- (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 (Federal requirement).
- (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 (Federal requirement).
- (7) The applicant proposes program activities 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 (Federal requirement).
- (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 (Federal requirement).

- (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 (Federal requirement).
- (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 (Federal requirement).
- (11) The applicant offers flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals including individuals with disabilities or other special needs to attend and complete programs (Federal requirement).
- (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 (Federal requirement).
- (13) The local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs (Federal requirement).
- (14) 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)**

4.4 Application Package

The application must be completed in its entirety including all applicable attachments. *Appendix H: The Application Checklist* provides more details.

- **Cover Page** – Applicants must record the FY 2022 request, matching funds, and estimated number of students that will be served in addition to the contact information for all appropriate staff. The Chief Executive Officer **MUST** sign the Cover Page.
- **Consortium Signature Page (if applicable)**– If a consortium is proposed, the Consortium Signature Page with descriptions of all partners must be included.
- **Budget Narrative** – Applicants must indicate the sources and amount of other funds used to assist in reaching the 25% match requirement.

- **Uniform Grant Budget(s)** – Applicants must record the FY22 requests under the appropriate line item listed on the attachment. The budget should include FY22 requested amount only.
- **Grant Narrative** – A summary of what shall be included in the grant narrative is detailed below. The full grant narrative requirements meet the requirements under CFR 463.22 and AEFLA Program Considerations.
 - Section 1: Demonstrated Effectiveness and Past Performance
 - Section 2: Partnerships and WIOA Alignment
 - Section 3: Statement of Need
 - Section 4: Program Design
 - Section 5: Recruitment and Retention
 - Section 6: Instruction and Assessment
 - Section 7: Contextualized Instruction, Bridge, and IET Programs
 - Section 8: Data and Monitoring
 - Section 9: Support Services and Service Integration
 - Section 10: Professional Development
 - Section 11: Corrections Education (if applicable)

*Note: If applying for the IELCE funding, the applicant must address all of the program considerations as outlined in this RFP. There are specific questions identified for IELCE that must be addressed in each section. If applying for funding for Correctional Education, applicants must address all Sections including Section 12.

- **Work Plan** – The Work Plan will detail all activities to occur during the fiscal year with associated timelines, goals, and responsible parties.
 - A work plan must be submitted for the Adult Education and Literacy Activities (Section 231) and Adult Education in Correctional Institutions (Section 225).
 - If applicable, a work plan must be submitted for Integrated English Literacy and Civics Education (Section 243).
- **Consortium Application Narrative and Budget, if applicable** – A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of 34 CFR 463.23
- **Other Attachments** –
 - Evidence of Not-for-Profit Status for Private Not-for-Profit Organizations, if applicable
 - Proof of adequate liability insurance
 - List of Current Board Members

A copy of this NOFO and all pertinent documents can also be found at the Illinois Community College [Board at https://www.iccb.org/iccb/grant-opportunities/](https://www.iccb.org/iccb/grant-opportunities/)

Application Deadline: The application must be submitted via email to ICCB.submit.aelrpf@illinois.gov no later than **11:59 p.m. on May 7, 2021.**

Late submissions will not be accepted.

4.5 Statewide Informational Meetings

Two informational meetings will be held via webinar. **Registration for the webinar is required. Please note there is one distinct registration for each webinar.** See the information listed below. It is **not** mandatory that an eligible program attend an informational meeting. The informational meetings will begin and end promptly at the times designated below. An opportunity for questions will be provided.

Two information meetings will be held

Friday, March 26th at 9:00-11:00 AM:

<https://attendee.gotowebinar.com/register/4896160874970308364>

Tuesday, March 30th at 9:00-11:00 AM:

<https://attendee.gotowebinar.com/register/4745524483430193932>

5. APPLICATION DIRECTIONS AND REVIEW PROCESS

The Illinois Community College Board will review the submissions that meet the criteria as prescribed in the Request for Proposals. Plans will be reviewed by a panel composed of staff from the Illinois Community College Board and adult education experts.

5.1 Application Directions

All Applicants:

- Must submit all required information to be eligible for funding.
- Must submit only one RFP per institution or consortium in an Area Planning Council (APC) District. See Appendix I for a map of the APC Districts. **Note: A program may not participate in more than one consortium.**
- Must register through the State of Illinois General Accountability and Transparency Act portal: <https://grants.illinois.gov/portal/> .
- Must include a Unique Entity Identifier (UEI) or show proof of registration
- Must provide evidence of incorporation as applicable.
- Must provide evidence of IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code (Only private not-for-profit organizations must provide the Evidence of Not-for-Profit Status.)
- Must provide a list of current board members including name, address, telephone numbers, and e-mail addresses.
- Must submit proof of adequate liability insurance.
- Must provide an updated organizational charts as outlined in the application.
- Must adhere to the General Assurances and Terms of Grant as outlined in this application.

5.2 Application Review and Checklist

The Illinois Community College Board will review the submissions that meet the criteria as prescribed in the Request for Proposal. Only applications that have been determined to be from an eligible provider outlined in Section 1 of this NOFO and can demonstrate effectiveness will be reviewed. Plans will be reviewed by a panel composed of staff from the Illinois Community College Board and adult education experts.

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to be registered in SAM before submitting its application and provide a valid DUNS or UEI number in the application.

In addition, applicants should use the Application Checklist (Appendix H).

Review Process

- ICCB staff will review applications for completeness, using the Application checklist to ensure all required documents are submitted. Incomplete applications will not be scored.
- To demonstrate effectiveness, an applicant must provide 3 years of data meeting at least 70% of the performance outcomes for Credential Attainment and Measurable Skill Gains.
- The Local Workforce Investment Board will review the application for alignment with local workforce trends.
- A team of adult education experts will review the application packet and the narrative section with the criteria below.

Approved/Not Approved: *These documents and questions in the narrative are required in order for all applications to be scored.*

- All Necessary Documents listed in the Application Checklist.
- Budget Narrative
- Uniform Grant Budget(s)
- Work Plan
 - The ICCB AEFLA Work Plan is the annual work plan that outlines your short term and long term goals, action steps, and strategies to reach the goal. The work plan will be submitted with this application and then as your Continuation Plan for Year 2 and 3 of the AEFLA Grant.
- General Education Provisions Act Statement
- Grant Narrative Section 1: Demonstrated Effectiveness and Past Performance: *Applicants must demonstrate effectiveness and past performance for the application to be scored.*

The following tables identify how the Grant Narrative sections are scored:

231 and 225 Funds

| | |
|---|------------|
| ***Section 2: Partnerships and WIOA Alignment | 5 |
| Section 3: Statement of Need | 10 |
| Section 4: Program Design | 10 |
| Section 5: Recruitment and Retention | 15 |
| Section 6: Instruction and Assessment | 20 |
| Section 7: Contextualized Instruction, Bridge, and IET Programs | 20 |
| Section 8: Data and Monitoring | 10 |
| Section 9: Support Services and Service Integration | 5 |
| Section 10: Professional Development | 5 |
| Section 11: Correctional Education if applicable | 25 |
| TOTAL: | 125 |

243 Funds

| | |
|---|------------|
| ***Section 2: Partnerships and WIOA Alignment | 5 |
| Section 3: Statement of Need | 10 |
| Section 4: Program Design | 10 |
| Section 5: Recruitment and Retention | 15 |
| Section 6: Instruction and Assessment | 20 |
| Section 7: Contextualized Instruction, Bridge, and IET Programs | 20 |
| Section 8: Data and Monitoring | 10 |
| Section 9: Support Services and Service Integration | 5 |
| Section 10: Professional Development | 5 |
| Section 11: Correctional Education if applicable | N/A |
| TOTAL: | 100 |

****Programs can apply for the IELCE funding separately from the AEFL funding. ****

***Grant Narrative Section 2: Partnerships and WIOA Alignment *LWIB: The application will be provided to your Local Workforce Investment Board for feedback to determine alignment between the proposal and local workforce needs.* ***

6. AWARD ADMINISTRATION 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.

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.

6.1 Monitoring

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 FY22 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. Students pre-testing at and classified as ASE High students are excluded from this calculation.

6.2 Data Collection, Reporting, and Accountability

Data Collection. The Data and Information Systems Illinois (DAISI) will be used by all Illinois Adult Education and Literacy providers to electronically track and report student data. Using the data in the ICCB Data Management System, programs will be required to submit quarterly reports.

It is required that all funded programs acquire the necessary hardware to meet ICCB specifications for data reporting. All programs will also be required to have internet access with a valid e-mail address. All programs funded and those who work with program data will be required to sign off on a data confidentiality agreement.

All programs are required to attend MIS training to ensure proper use of the database as well as to increase the efficiency, uniformity, and accuracy of data submissions. Basic computer knowledge is assumed. If a MIS data entry person has not had experience saving files, creating directories, locating files, and other introductory computer skills, local arrangements to provide basic computer instruction is necessary prior to taking MIS training courses.

6.3 Reporting

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

Quarterly expenditure and performance reporting will use the following schedule of each fiscal year of the AEFLA Grant:

| Quarter | Period of Performance | Report Due Date |
|--------------------------|------------------------------|------------------------|
| Quarter 1 | July 1 – September 30 | October 30 |
| Quarter 2 | October 1 – December 31 | January 30 |
| Quarter 3 | January 1 – March 31 | April 30 |
| Quarter 4 | April 1 – June 30 | July 30 |
| Final Expenditure Report | July 1, 2021 – June 30, 2024 | August 30, 2024 |

All reports should be submitted electronically to Jane Black (jane.black@illinois.gov).

Each funded provider will be expected to meet all performance outcomes and activities performed under this grant.

All funded providers will be required to submit either a hard copy or an electronic copy of an external state grant compliance audit no later than December 31st of the next fiscal year. The Federal audit of Adult Education and Literacy funds shall be completed and submitted within the earlier of 30 days after receipt of the auditor's report(s) or nine months after the end of the audit period. However, the ICCB strongly encourages early completion and submission.

External audit costs are allowable costs under the General Administration function. Refer to the current Provider Manual for audit guidelines. These rules are subject to change. See the General Assurance for Terms of the Grant section of this grant.

6.4 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 of Federal funds 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 AEL FY2020 Continuation 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 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 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.

7. CONTACT INFORMATION

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8. OTHER INFORMATION

The following resources are referenced throughout the Continuation Plan and have been organized here for your convenience.

The following resources are referenced throughout the Continuation Plan and have been organized here for your convenience.

- Area Planning Council District Map – Appendix I
- Adult Education and Literacy Provider Manual
https://www.iccb.org/adult_ed/?page_id=618
- Adult Education Area Planning Council Census/Index of Need Data
<https://www.iccb.org/data/research-tools/district-census-data/>
- Diversity, Equity, and Inclusion
<https://dei.extension.org/>
- Expanding Career Pathway Opportunities in Adult Education: Strategic Directions for Illinois
https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf
- Illinois Unified State Plan
<https://www.illinoisworknet.com/unifiedstateplan2020>
- Illinois Adult Education and Literacy, Public Act 91-830
<http://www.ilga.gov/legislation/publicacts/pubact91/acts/91-0830.html>
- Regional and Local Plans
http://www2.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx.
- 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>