



**TO:** Current ICCB Funded Providers for Adult Education and Literacy Activities  
**FROM:** Whitney Thompson, Deputy Director for Workforce Education  
**DATE:** April 11, 2022  
**RE:** FY2023 Renewal for FY2022 - FY2024 Notice of Funding Opportunity for the Adult Education and Literacy Activities Competition

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Dr. Kathy Olesen-Tracey, <a href="mailto:Kathy.olesen-tracey@illinois.gov">Kathy.olesen-tracey@illinois.gov</a>
3.	Announcement Type:	Renewal
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	684
6.	Funding Opportunity Title:	Adult Education Basic
7.	CSFA Number:	684-00-1625
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; Renewal (Year 2): July 1, 2022 - June 30, 2023
11.	Anticipated Number of Awards:	75
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 Restrictions on Indirect Costs	Yes Federal up to 5% of the total federal award on administrative costs Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State: NIRC Rate or De Minimus rate
17.	Posted Date:	April 22, 2022
18.	Closing Date for Applications:	June 10, 2022 no later than 5:00 p.m.
19.	Intent to Apply Notice:	Yes
20.	Technical Assistance:	May 4, 2022 – Virtual meeting from 10:00 – 11:00 a.m. Meeting link and directions are in Section 4.2

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## 1. PROGRAM DESCRIPTION

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### **1. Purpose**

This Notice of Funding Opportunity (NOFO) is intended to solicit a Renewal Proposal from currently ICCB funded AEFLA programs (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.

### **1.2 Program Information**

This Renewal provides Year 2 (July 1, 2022 through June 30, 2023) funding of the FY2022 Adult Education and Literacy Request for Proposal (July 1, 2021- June 30, 2024) for carrying out the following programs under WIOA Title II:

- Adult Education and Literacy Activities (Section 231),
- Adult Education in Correctional Institutions (Section 225).

### **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 provides workforce services for adults, youth, and dislocated workers. The Illinois Community College Board (ICCB), the provider of Title II and administrator for Postsecondary Perkins provides Adult Education and Career and Technical Education services. The Illinois Department of Employment Security, the provider of Title III services, administers employment services and unemployment insurance. Title IV services, Vocational Rehabilitation, are 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 goals listed below are foundational priorities of an adult education system.

### **Strategic Plan Goals:**

- (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.* Recognizing that

access to postsecondary education is not enough, but also ensuring 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.* Strategizing 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:

[http://www2.iccb.org/iccb/wp-content/pdfs/adulted/strategic\\_plan/ICCB\\_Adult\\_Education\\_Strategic\\_Plan\\_2018-2023.pdf](http://www2.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf)

### **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 1 recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster.

Providers proposing services under this Renewal 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.

#### **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 and (2) Adult Education in Correctional Institutions.

#### **Required Activities (for all programs under this NOFO)**

Under this Request for Continuation, 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**

- 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 1 active bridge program is required.
    - Year 2: At least 1 active bridge AND at least one active IET/ICAPS program
    - Year 3: At least 1 active bridge AND at least one active IET/ICAPS program
- Implement contextualized Career Pathways and Industry-focused curricula that are aligned with industries and occupations targeted at the state and regional levels while responding to the needs of local employers
- Build on the Illinois Adult Education (ABE/ASE), ELA/ESL Standards/Common Core and College Readiness Standards, and the Illinois Career Cluster Framework to ensure students are college and workplace ready
- Integrate technology focused instruction to improve learning and the skills necessary for success of students in adult education, and their transition into postsecondary education and employment. This includes, but is not limited to digital literacy, specific instructional software, distance education (i-Pathways), and the development of other technology skills needed for student success

## **Required Services**

- Utilize Data to improve instruction and services to ensure Performance Accountability
- Focus on developing and expanding the use of subject matter experts, Specialists, and Master Teachers in Language Arts Reading, Math, Writing, Special Learning Needs, Curriculum and Instruction, and Transitions Specialists to enhance instructional offerings and delivery
- Utilize evidence-based and integrated teaching methodologies that are based on research to prepare students for college and career readiness
- Prioritize transitioning students to postsecondary training and degree attainment, industry recognized credential attainment, and/or employment

Additionally, the ICCB would also picture an adult education Career Pathway system that has:

- Multiple entry points for all adult learners, including One-Stop locations
- Opportunities for students to increase their basic skills
- Accelerated learning opportunities that include Bridge and Integrated Education and Training Programs
- Structures that demonstrate how an individual transitions to each level of instruction/education and into postsecondary education and/or employment
- Collaborations with partners to connect adult learners to postsecondary education and employment opportunities
- Innovative approaches to build and deliver instruction that meets the needs of the adult learner and the workforce
- Concentrated, data-driven professional development activities that maximizes and supports quality teaching and learning in the classroom as well as supports the transition of adult learners to postsecondary education/training and employment
- Established partnerships with core and/or required partners to ensure enhanced student support services to smooth transitions to education/training and employment
- Consortia models that encompass all services through a seamless delivery of activities that provide comprehensive approaches to adult learners including basic skills instruction to transitioning adult learners and fulfills the employer and community needs
- Other elements that promote the success of an Adult Education Career Pathway program

## **Eligible Services and Allowable Instructional Activities**

Below are the eligible services and allowable activities for each program: Adult Education and Literacy and Corrections 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
- Workplace preparation activities/Career Awareness/Development
- Integrated Education and Training (IET)

### **Correctional Education (Section 225):**

Funding is available to carry out 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.

### **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)

### **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; and
- 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.

### **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, [http://www2.iccb.org/adult\\_ed/aepl-provider-manual/](http://www2.iccb.org/adult_ed/aepl-provider-manual/), the ICCB reserves the right to **not fund** any sub-grantee or its subcontractors who does 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 Opportunities Act (WIOA).

<b>Performance Measures</b>	<b>FY2023 Target</b>
(1) <b>Employment (Second Quarter After Exit):</b> the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program	TBD
(2) <b>Employment (Fourth Quarter After Exit):</b> the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program	TBD
(3) <b>Median Earnings (Second Quarter After Exit):</b> the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program	TBD
(4) <b>Credential Attainment Rate:</b> 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 1 year after exit from the program; providing they obtain or retain employment or enter postsecondary education	TBD

(5) <b>Measurable Skill Gains:</b> the percentage of program participants who, during a program year, are in an education or training program that leads who are achieving measurable skill gains toward such a credential or employment	TBD
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Targets for FY2023 and 2024 will be negotiated with the Department of Education and shared with providers in a timely manner.

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## 2. FUNDING INFORMATION

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### 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 periodically competitively allocated to local programs through the ICCB and is distributed on a funding methodology.

	Program	Funding Opportunities
1.	Adult Education and Literacy	<ul style="list-style-type: none"> <li>• Federal Basic</li> <li>• State Basic and Performance*</li> </ul>
2.	Adult Education in Correctional Institutions	<ul style="list-style-type: none"> <li>• Federal Basic</li> <li>• State Basic and Performance*</li> </ul>

*\*State Performance funding is only available to eligible providers with at least one year of prior service.*

*\*\*IELCE Renewal will be posted in a separate NOFO.*

### 2.2 Funding Restrictions

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

#### **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 grant allocation must be spent on direct instruction. **(Illinois Requirement)**

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

- Programs will use their Negotiated Indirect Cost Rate or the De Minimus Rate of 10%.
- 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 FY2023 is described below. All are subject to change pending state and federal appropriations.

<b>Funding Source</b>	<b>Estimated Funding Available for FY2023</b>
Federal Basic (inclusive of funding for AEL and Correctional Education)	\$20,880,490
State Basic (inclusive of funding for AEL and Correctional Education)	\$22,651,000
State Performance	\$11,236,700
<b>TOTAL</b>	<b>\$54,768,190</b>

**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.

**2.5 Area Planning Council (APC) District Funding Estimate for FY23**

An index of need found at <http://www2.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.

APC	Index of Need	Proportion	FY2023 Total Estimated Funding by APC
428	0.0178	0.0178	\$ 774,860.52
501	0.0067	0.0068	\$ 296,326.17
502	0.0617	0.0628	\$ 2,735,463.40
503	0.0136	0.0139	\$ 604,549.06
504	0.0324	0.0330	\$ 1,437,165.82
505	0.0193	0.0197	\$ 856,564.77
506	0.0056	0.0057	\$ 246,700.68
507	0.0053	0.0054	\$ 233,605.90
508	0.3059	0.3115	\$ 13,559,413.42
509	0.0377	0.0384	\$ 1,672,074.34
510	0.0224	0.0228	\$ 992,116.08
511	0.0276	0.0281	\$ 1,222,198.92
512	0.0339	0.0345	\$ 1,502,149.34
513	0.0088	0.0090	\$ 391,312.36
514	0.0171	0.0174	\$ 758,660.65
515	0.0130	0.0132	\$ 574,287.98
516	0.0308	0.0313	\$ 1,363,772.76
517	0.0118	0.0120	\$ 521,914.72
518	0.0063	0.0064	\$ 280,090.41
519	0.0048	0.0048	\$ 211,066.24
520	0.0081	0.0083	\$ 359,580.31
521	0.0060	0.0062	\$ 267,912.68
522	0.0231	0.0235	\$ 1,025,080.14
523	0.0071	0.0073	\$ 315,631.48
524	0.0316	0.0321	\$ 1,398,448.02
525	0.0379	0.0386	\$ 1,679,065.73
526	0.0181	0.0185	\$ 803,304.84
527	0.0257	0.0261	\$ 1,137,882.25
528	0.0123	0.0125	\$ 545,273.73
529	0.0071	0.0072	\$ 314,421.24
530	0.0098	0.0100	\$ 435,445.50
531	0.0048	0.0049	\$ 214,749.05
532	0.0497	0.0506	\$ 2,201,223.20
533	0.0036	0.0037	\$ 159,760.37
534	0.0046	0.0047	\$ 203,253.82

535	0.0320	0.0326	\$	1,419,296.98
536	0.0106	0.0108	\$	468,214.39
537	0.0073	0.0074	\$	324,013.64
539	0.0051	0.0052	\$	226,769.27
540	0.0129	0.0132	\$	572,730.33

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### 3. ELIGIBILITY INFORMATION

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#### **3. Eligible Providers (34 CFR 463.23)**

To be considered for funding under this AEFLA Grant Renewal, an applicant of demonstrated effectiveness must have been funded in SFY2022 through the original Notice of Funding Opportunity.

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### 4. APPLICATION AND SUBMISSION INFORMATION

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#### **4.1 Grant Period and Pre-Application Processes**

Renewal of funding for year 2 (July 1, 2022 through June 30, 2023) and year 3 (July 1, 2023 through June 30, 2024) of the grant cycle are 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.

NOTE: A program that did not meet the required services identified in the FY22 grant must submit a continuous improvement plan that targets the specific services not in compliance as a part of the continuation plan. Per the FY22 NOFO and Grant Agreement, programs were to serve 150 NRS reportable learners, offer at least 1 Bridge Program and have at least 1 ICCB approved ICAPS by June 30, 2022.

The Pre-Application process is outlined below:

- (1) Email a Notice of Continuation for AEFLA programming to [iccb.submit.aelfrp@illinois.gov](mailto:iccb.submit.aelfrp@illinois.gov) by April 29, 2022.
- (2) Complete the pre-qualification under Grant Accountability and Transparency Act portal. <https://grants.illinois.gov/portal/>
- (3) Submit all required Renewal Documents to [iccb.submit.aelfrp@illinois.gov](mailto:iccb.submit.aelfrp@illinois.gov) by the due date.
- (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. You must complete the following by May 26, 2022.

- Programmatic Risk Assessment at <https://form.jotform.com/81303855791158>
- Internal Control Questionnaire (ICQ) <https://grants.illinois.gov/portal/>

## **4.2 Application Requirements and Expectations**

A webinar providing applicants with information is scheduled for May 4, 2022 at 10:00 a.m.

### **AEFLA Continuation Plan Informational Meeting**

Time: May 4, 2022 10:00 AM Central Time (US and Canada)

Registration is not required.

Join the Zoom Meeting at <https://siue.zoom.us/j/93336895265>

Meeting ID: 933 3689 5265

It is recommended you test your connection to Zoom, including your microphone and camera settings (if applicable), at least 24 hours in advance of the meeting. Copy and paste this URL into your browser to test your system: <https://zoom.us/test>

Identified below are the requirements and expectations for eligible applicants under this Renewal. Each requirement and expectation have been integrated into the Application Narrative per CFR 463.22.

Renewal applications must include:

**(a)** Each eligible provider must submit a revised narrative ensuring the information and assurances listed below are included:

- (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 -
  - (i)** Provide access through the one-stop delivery system to adult education and literacy activities;
  - (ii)** 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;

(iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;

(iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and

(v) 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).

Each eligible provider seeking a grant or contract must submit a revision of their original Grant Narrative application, an updated work plan for the Renewal Year, and a budget.

### **4.3 Application Package**

The application must be completed in its entirety including all applicable attachments.

- **Cover Page** – Applicants must record the FY 2023 allocation, matching funds, and estimated number of students that will be served in addition to the contact information for all appropriate staff.
- **Consortium Signature Page (if applicable)**– For programs funded as a consortium in the competition, consortium partners must also sign the signature page during the continuation.
- **Uniform Grant Budget(s)** – Applicants must record the FY23 allocation under the appropriate line item listed on the attachment. The budget should include FY23 requested amount only. Additionally, the applicant must identify the 25% required Match funds.
- **Grant Narrative** – Revisions on the original submission. The full grant narrative requirements meet the requirements under CFR 463.22 and AEFLA Program Considerations.
  - Grant Narrative revisions are outlined in the Narrative Explanation Document. You are required to use your original grant narrative and use either red font or tracked changes to update your narrative to reflect changes and updates for FY23.
  - ***If directions are not followed, you will receive your application back and have a limited time to update the document in its correct format.***
  - *Renewal for the IELCE Funding will come in a separate process.*

- **Work Plan** – The Work Plan will detail all activities to occur during the fiscal year with associated timelines, goals, and responsible parties.
  - A detailed work plan must be submitted for the Adult Education and Literacy Activities (Section 231) and Adult Education in Correctional Institutions (Section 225).
- **Other Attachments** – Submit updated documents **only if there have been changes from the FY2022 Competitive Submission.**
  - Evidence of Not-for-Profit Status for Private Not-for-Profit Organizations, if applicable
  - Proof of adequate liability insurance
  - List of Current Board Members

**Application Deadline:** Submission method – Submit all required documents by June 10, 2022 no later than 5:00 p.m. to [ICCB.submit.aelrfp@illinois.gov](mailto:ICCB.submit.aelrfp@illinois.gov). The subject line should read: [Program Name] AEFLA FY2023 Renewal.

**Late submissions will not be accepted.**

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## 5. APPLICATION DIRECTIONS AND REVIEW PROCESS

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The Illinois Community College Board will review the submissions that meet the criteria as prescribed in the Renewal Plans. Plans will be reviewed by ICCB Adult Education and Workforce staff.

### **5.1 Application Directions**

All Grantees:

- Must submit all required information to be eligible for funding.
- 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
- Submit the documents listed below if there have been any changes from FY22.
  - 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 adhere to the General Assurances and Terms of Grant as outlined in this application.

### **5.2 Renewal Review Process**

Review Process

- ICCB staff will review proposed updates to the Original Grant Narrative and the Work Plan. Feedback and instructions on required changes will be provided by the ICCB Adult Education Staff.

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## 6. AWARD ADMINISTRATION, MONITORING, AND DATA INFORMATION

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### **6.1 Award Administration**

- 1) An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the FY2022 NOSA, submission of the required documents, and all GATA prerequisites addressed in the Application Directions.
- 2) A Notice of State Award (NOSA) will be issued to the AEFLA Funded Programs 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.

### **6.2 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.

### **6.3 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.

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, 2023	August 30, 2023

These reports should be submitted electronically to [iccb.grantpayments@illinois.gov](mailto:iccb.grantpayments@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 31<sup>st</sup> 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) and sign a grant agreement detailing terms of the grant.
- (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, the Uniform Guidance for Federal Awards).

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 Uniform Guidance for Federal Awards must submit one copy of the audit to the ICCB. Providers not subject to Subpart F of the Uniform Guidance for Federal Awards 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.

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## 7. CONTACT INFORMATION

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**Illinois Community College Board**

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## 8. OTHER INFORMATION

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The following resources have been organized here for your convenience.

- Adult Education and Literacy Provider Manual  
[http://www2.iccb.org/adult\\_ed/aepl-provider-manual/](http://www2.iccb.org/adult_ed/aepl-provider-manual/)
- Census/Index of Need Data  
<http://www2.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
- [http://www2.iccb.org/iccb/wp-content/pdfs/adulted/strategic\\_plan/ICCB Adult Education Strategic Plan 2018-2023.pdf](http://www2.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>
- Illinois Adult Education Excellence in Adult Education website and Statewide Outreach Campaign Resources  
<http://www.excellenceinadulted.com>
- Regional and Local Plans  
[http://www2.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans\\_MOUs\\_Dashboard.aspx](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>