



**TO:** Current ICCB Integrated English Language and Civics Education Funded Providers for Adult Education and Literacy Activities  
**FROM:** Whitney Thompson, Deputy Director for Workforce Education  
**DATE:** April 22, 2022  
**RE:** FY2023 IELCE Competition for FY2023 - FY2024 Notice of Funding Opportunity

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:	Competitive
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	684
6.	Funding Opportunity Title:	Integrated English Language and Civics Education (IELCE)
7.	CSFA Number:	684-01-2879
8.	CSFA Popular Name:	Adult Education - IELCE
9.	CFDA Number(s):	84.002
10.	Grant Period	Initial: July 1, 2023 – June 30, 2024; Renewal (Year 1): July 1, 2024 - June 30, 2025
11.	Anticipated Number of Awards:	5
12.	Estimated Total Program Funding:	\$3,038,500
13.	Award Range:	Formula-based
14.	Source of Funding:	Federal Pass-through
15.	Cost Sharing/Matching Requirement:	Yes
16.	Indirect Costs Allowed	Yes
16.	Restrictions on Indirect Costs	Federal up to 5% of the total federal award on administrative costs Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State:
17.	Posted Date:	April 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 Request for Proposal from eligible AEFLA programs (CFR 463.23) that work to achieve the purpose of Section 243 from Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 which is to provide adult education and literacy services in order 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.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE program components provided in combination with Integrated Education and Training program must include Literacy and English Language Acquisition, Civics Education, and Workforce Preparation activities.

### **1.2 Program Information**

This competition provides Year 2 (July 1, 2022 through June 30, 2024) funding for the FY2022 Integrated English Language and Civics Education Request for Proposal (July 1, 2021 – June 30, 2024) for carrying out the following program under WIOA Title II:

- Integrated English Literacy and Civics Education (Section 243)

### **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)

## **2. 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.

### **3. Required and Allowable Services and Instructional Activities**

Required services and activities as well as allowable service and instructional activities are detailed for Integrated English Literacy and Civics Education.

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

Under this Renewal, 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 students must have access to at least one active IET/ICAPS program in the Area Planning Council.
    - Year 3: At least 1 active bridge AND students must have access to at least one active IET/ICAPS program in the Area Planning Council.
- 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 English Language Acquisition, 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 English Literacy and Civics Education. Allowable activities supported by Illinois funds are also identified.

### **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.

### **Individual Eligibility for Services**

An eligible individual to receive Integrated English Language and Civics Education services is an individual:

- 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).

Performance Measures	FY2023 Target
(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

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

WIOA requires the Secretary of Education to reserve 12 percent of the AEFLA appropriation available for grants to carry out the IELCE program under Section 243.

Program	Funding Opportunities
Integrated English Literacy and Civics Education	Federal IELCE



**2.2 Funding Restrictions**

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

**Federal Funds.** Per Section 243 of WIOA

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

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 FY2022</b>
Federal Integrated English Literacy and Civics Education	\$3,038,500

**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.

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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 Competition, an applicant of demonstrated effectiveness must have been funded 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 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. The Pre-Application process is outlined:

- (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 Competition 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 has 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.

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**

- **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** – 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** – The full grant narrative requirements meet the requirements under CFR 463.22 and AEFLA Program Considerations.
- **Work Plan** – The Work Plan will detail all activities to occur during the fiscal year with associated timelines, goals, and responsible parties.
- **Other Attachments** – Submit the following:
  - 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.aelrpf@illinois.gov](mailto:ICCB.submit.aelrpf@illinois.gov). The subject line should read: [Program Name] IELCE 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 Request for Proposals. Plans will be reviewed by ICCB Adult Education and Workforce staff.

### **5.1 Application Directions**

- 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 Review Process**

- ICCB staff and adult education experts will review the proposal and the Work Plan.

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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 and submission of the required documents.
- 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:

<b>Quarter</b>	<b>Period of Performance</b>	<b>Report Due Date</b>
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 [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).
- (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.

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## 7. CONTACT INFORMATION

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**Dr. Kathy Olesen-Tracey**

Senior Director for Adult Education and Literacy / State Director for AEFLA

**Illinois Community College Board**

401 E. Capitol Avenue

Springfield, IL 62701

**Telephone:** 217-557-2740

**Fax:** 217-558-6700

**Email:** [Kathy.olesen-tracey@illinois.gov](mailto:Kathy.olesen-tracey@illinois.gov)

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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/aefl-provider-manual/](http://www2.iccb.org/adult_ed/aefl-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>