



FY 2023 - 2024
IELCE RFP GRANT
NARRATIVE

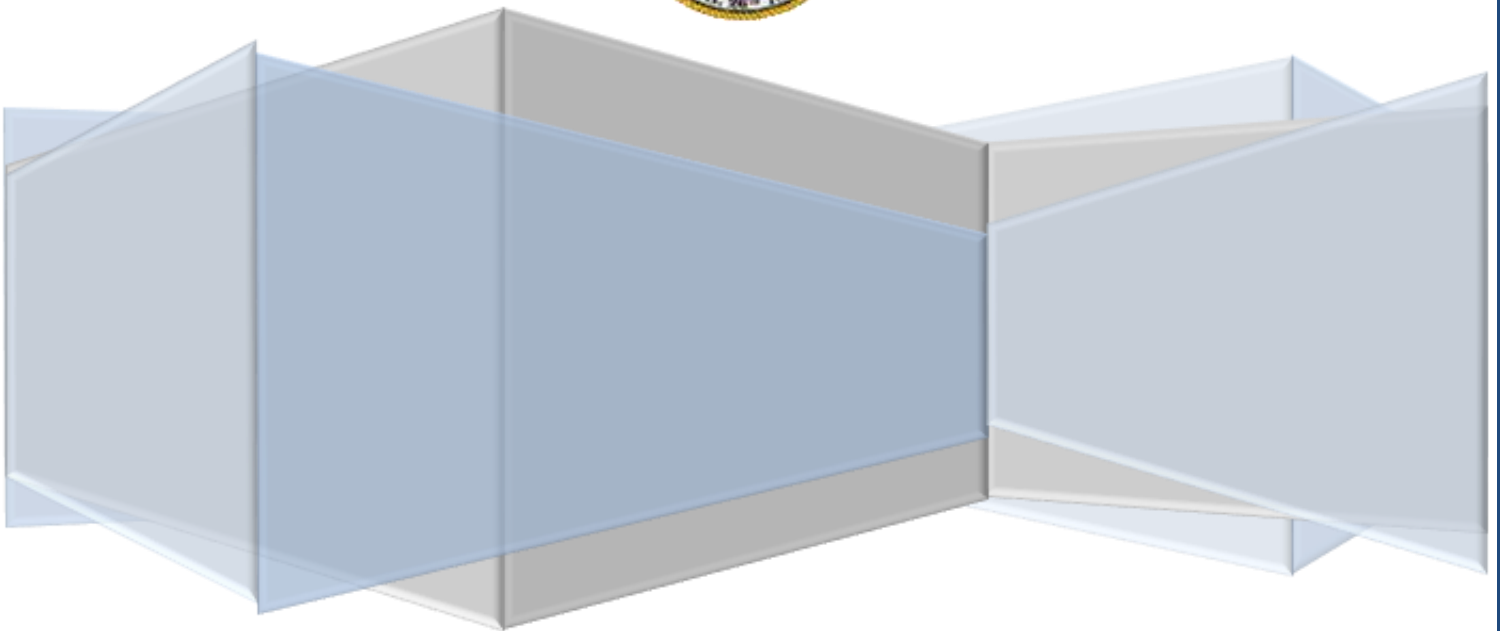


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Directions:

The Grant Narrative should not exceed 25 pages, double spaced, 12-point font. Any pages beyond that will not be reviewed.

- A Table of Contents is suggested and does not count toward the 20-page limit.
- Section Headers are encouraged and responses labeled.

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

General Education Provisions Act (GEPA)

Provide a statement that your agency will address equity issues identified under the General Education Provisions Act (GEPA) section 427.

Section 1: Demonstrated Past Effectiveness

Demonstrated effectiveness is determined by past effectiveness. Review the demonstrated effectiveness and provide the required data for past effectiveness.

Demonstrated Effectiveness. The eligible applicant must demonstrate effectiveness in serving the target population(s). (34 CFR Part 463) 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. (Federal Requirement)

- (a) 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 reading, writing, mathematics, and English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

- (1) 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. *Examine the most recent three years of provided service to identify past effectiveness in serving students and meeting performance targets.*
- (2) 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.

Past Effectiveness. Provide three year's data to demonstrate past effectiveness in serving eligible adult learners. If applying as a consortium, address each question for all consortium members.

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

Credential Attainment Rate (27%): 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

Measurable Skill Gains (46%): 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

Criteria for eligible agencies, demonstrated effectiveness, and past effectiveness are outlined in Section 1 of the Notice of Funding Opportunity and alignment with the data provided and the Performance Targets outlined in Section 6 of the Notice of Funding Opportunity.

Section 2: Partnerships and WIOA Alignment

This section includes *Program Considerations 4 and 10* outlined in the *Notice of Funding Opportunity*.

2.1 Alignment with Local Workforce Innovation Board Area Plans. WIOA mandates Local Boards to coordinate activities with education and training providers within the Local Workforce Development Area (Local Area) as outlined in WIOA Section 107(d)(11) and Title 20 Code of Federal Regulations 679.370(n). In accordance with WIOA Title II, the AEFLA grant requires Local Boards to review all AEFLA applications submitted to the ICCB from eligible providers within the Local Area to determine whether the applications are consistent with their Local Plans and submit a recommendation to the ICCB. The ICCB will facilitate this process post-submission.

Describe how your proposed programming and goals align with your local workforce innovation board(s) plan(s). Include all Workforce Innovation Areas your program operates within. (Federal Requirement) Specifically, identify how your proposed activities will meet the goals and priorities of the local plan and meet the education and employment needs of the area.

2.2 One-Stop Partner Responsibilities. Provide a description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to:

- (b) Provide access through the one-stop delivery system to adult education and literacy activities;
- (c) 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;
- (d) Enter into a local memorandum of understanding with the Local Board relating to the operations of the one-stop system;

- (e) 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,
- (f) Provide representation to the local board.

2.3 Partnerships and Collaborations. Describe the partnerships, collaborations, and/or innovative projects that have been created to meet the needs of the IELCE program participants. Include how the program will strengthen the partnerships with LWDB.

Section 3: Statement of Need

The following questions outline the need for adult education services, *Program Consideration 1 and 13 as outlined in the Notice of Funding Opportunity*. Identify how the program design is aligned with WIOA and NOFO considerations; and address how recruitment, enrollment, and orientation lay the foundation for student success.

*If applying for both Adult Education and Literacy (WIOA Sec. 231) and IELCE (WIOA Sec. 243) funding, answer all questions. If applying for only 243 funding, only answer the IELCE question.

3.1 Program Need: Identify both the need and the demand in the APC for an Integrated English Literacy and Civics Education program. Include data on the number of English language learners, regional and local labor market data, and alignment with the WIOA regional and local plan activities.

Section 4: Program Design

Address how the following key considerations in the proposed program design that address the priorities set forth in the NOFO and are based on the data presented in the Needs Statement .

4.1 Program Description. Describe the IEL/CE program developed under Section 243 of WIOA that will be delivered in combination with the IET. Include the occupational or career clusters for the IET program. Include the use of technology; contextualization of reading, math, and language acquisition; the support services that will be offered; and, based on the definition, the learner population to be served including those seeking instructional services who are professionals with degrees.

4.2 Delivery of IEL/CE Services. Describe your experience in the delivery of these types of IEL/CE services. How will you recruit and retain learners? Identify the number of students to be served in the IELCE Program. Identify the main contact person for the project.

4.3 ESL Standards and Competencies. Indicate how competencies were and will be used in the delivery of IEL/CE programming. Include how the ESL Standards are used in the classroom and what strategies have been put in place to ensure students meet the competency requirements. (See Appendix G: Civics Competencies)

4.4 IEL/CE Components. Identify the components of the IEL/CE programming that are in place and those components that are still to be developed.

Section 5: Recruitment and Retention

Develop a clear recruitment strategy with specific outcomes that ensures students are recruited and retained in the IELCE program.

- 5.1 Recruitment.** Describe a clear student recruitment strategy with timelines, objectives, and evaluation methods.
- 5.2 Institutional/Organizational Support.** Indicate how your institution or organization will support services under this grant, including outreach and recruitment efforts.
- 5.3 Coordination with Core Partners.** Identify coordination efforts with WIOA core partners that will ensure potential students are informed about available education and services through access at the local one-stop center.
- 5.4 Diversity, Equity, and Inclusion.** Include how the recruitment strategies address Diversity, Equity, and Inclusion.
- 5.5 Enrollment Strategies.** Describe your enrollment strategies including the student orientation and intake process (i.e., career awareness, transitions to employment and post-secondary education, etc.). Explain what will be included in the orientation, who will conduct the orientation, and when it will occur. Include how virtual onboarding may occur. Discuss what a student should experience from the point of entry into the program through the first day of class. Include the information that will be provided to students regarding the following:
 - Student expectations, program policies and procedures as it relates to student intake, the registration and assessment process, student attendance, and support services
 - Identify the staff positions and their credentials responsible for conducting orientation.
- 5.6 Retention.** Describe your retention strategies. Explain the methods that will be used to retain students and how you will evaluate your retention efforts.
- 5.7 Delivery of IEL/CE Services.** Describe your experience in the delivery of these types of IEL/CE services. How will you recruit and retain learners? Identify the number of students to be served in the IELCE Program. Identify the main contact person for the project.

Section 6: Instruction and Assessment

Identify how instruction will lead to expected performance outcomes, how the assessment practices will be used to guide continuous improvement, and address past effectiveness in adult education. Outline your instructional practices and address each of the required key considerations. Include your goals and specify how you will reach the required NRS Targets for Educational Functioning Levels.

- 6.1 Assessment Policy.** Explain your Assessment Policy by addressing each of the following points. Refer to the ICCB Adult Education Provider Manual's section on Assessment.
 - All students are required to be assessed with an ICCB-approved assessment based

on the student's enrollment type. Students enrolled in Vocational only or Foreign Language GED® only are the two exceptions to this requirement. (Federal and State Policy). What is your program's assessment policy for ABE/ASE Students?

- Current assessments for ELA include the BEST Literacy, BEST Plus 2.0, and the CASAS. (Federal and State Policy) What is your program's ELA assessment policy?
- Staff must be properly trained, and all official assessments used for student placement must be approved by ICCB. (Federal and State Policy). What professional development activities do assessment staff participate in during the program year?
- In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers (Federal Policy), and programs must ensure that students are administered alternating forms of the assessment as appropriate. (Federal Policy) What is your program's policy regarding pre- and post-test scheduling?
- Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher. (Federal Policy) What are your program's policies regarding special populations assessment?

6.2 ESL Standards and Competencies. Indicate how competencies will be used in the delivery of IEL/CE programming. Include how the ESL Standards are used in the classroom and what strategies have been put in place to ensure students meet the competency requirements. See the Civics Competencies in the Adult Education Provider Manual.

6.3 Transitions: Indicate how the applicant proposes to connect IEL/CE instruction with postsecondary education/training, employment, and the workforce system including the local one-stop system. Indicate the instructional practices and activities that will be used based on research and how the program will ensure instructors have the training to provide instruction in the IEL/CE program.

Section 7: Contextualized Instruction, Bridge and IET Programs

Discuss how the contextualized instruction, Bridge and IET programs will lead to measurable skill gains, credential attainment, and success of other performance measures identified in Section 7 of the Notice of Funding Opportunity.

7.1 Integrated Education and Training. Describe how Integrated Education and Training (IET) options are incorporated into the IEL/CE program. Indicate how the applicant will ensure all components are provided and available to the students. Explain how you will use the IECLE toolkits located at https://www.iccb.org/iccb/wp-content/docs/adulted/IL_IELCE_Tool_Kit.pdf.

7.2 Transitions. Indicate how the applicant proposes to connect IEL/CE instruction with postsecondary education/training, employment, and the workforce system including the local one-stop system. Indicate the instructional practices and activities that will be used based on research and how the program will ensure instructors have the training to provide instruction in the IEL/CE program.

Section 8: Data and Monitoring

Discuss how quality data will be used to guide continuous improvement.

- 8.1 Data Driven Decisions.** Discuss how data will be used to monitor program and student outcomes and drive continuous improvement. Identify the staff positions involved and the process and actions that will be conducted on an ongoing basis to review and monitor program data. Indicate specific timeframes when these reviews will occur.
- 8.2 Evaluate Effectiveness.** Describe how this process and the data will be used to inform programmatic decisions and evaluate effectiveness.
- 8.3 Processes.** Describe the process for how data will move through the program to ensure timely data entry and effective monitoring of program performance and outcomes. Indicate specific timeframes that will be adhered to between intake, enrollment and attendance, and that data being entered in the data system. Describe how this process will unfold to ensure that all data for a month is entered by the 15th of the next month.
- 8.4 Data Analysis.** Describe how your program will ensure that data analysis is conducted on a regular basis to ensure alignment with state targets. Include how programs staff will disaggregate data to identify inequities and develop strategies to advance equity.
- 8.5 Data Validity, Accuracy, and Integrity.** Explain how the program will ensure the validity, accuracy, and integrity of the data produced by the program.
- 8.6 Level Completion and Post-testing.** Describe the process within the program that will ensure level completion targets are achieved. Specifically address how the program will ensure post-testing is done within the Test Publisher’s guidelines and that instruction is of sufficient quality, intensity, and duration to ensure student success.
- 8.7 Follow-up Measures.** Based on the applicable population for each of the core outcome measures, specifically address the methods and strategies that will be used by the program to help ensure students placed in the follow-up measures will be successful.

Section 9: Support and Service Integration

Student support services are a crucial component in ensuring students are successful in meeting their individual goals such as improving literacy levels and transitioning to postsecondary education and employment. Programs should provide comprehensive student support to reduce personal barriers to retention and accelerate smooth transitions within and between educational/training providers and into the workforce.

- 9.1 Support Services.** Copy the chart in your narrative and then complete. Indicate the support services activities to be provided to students. Indicate the funding source that will be used to provide these services. If both Adult Education and Literacy Funds and Other Sources will be used, indicate each in the column by inserting an “X”. If the services are not provided, indicate N/A. Refer to Appendix A: Allowable Activities Definitions.

| Support Services Activity | ICCB AEL Funded | Funded by Other Sources |
|---------------------------|-----------------|-------------------------|
|---------------------------|-----------------|-------------------------|

| | | |
|--|--|--|
| Social Work Services | | |
| Career Counseling and Transition Services. | | |
| Assistive and Adaptive Equipment | | |
| Student Transportation | | |
| Childcare Services | | |
| Voluntary Literacy Services | | |
| Family Literacy Services | | |
| Assessment and Testing | | |
| Guidance Services | | |

- 9.2 Staff for Support Services.** Describe each Support Service that will be provided and who (by position and/or agency) will provide the services. Include the type of support services offered at a distance for distance learning students.
- 9.3 Assess Student’s Needs.** Describe how the program will assess the student’s need for these services.
- 9.4 Coordination of Services.** Describe how services will be coordinated with other stakeholders including WIOA core and required partners in order to transition students to post-secondary education and employment.
- 9.5 Service Evaluation.** Indicate how these services will be evaluated to determine effectiveness. Based on these evaluations, outline how the program will modify the services when needed.

Section 10: Professional Development

Outline your institution’s Professional Development Plan and discuss how your plan will ensure the professional development is connected to the ICCB priorities identified in the Notice of Funding.

- 10.1 Professional Development Plans.** Provide an overview of your professional development plans. Identify who is involved in creating, implementing, and assessing the plan’s effectiveness.
- 10.2 Increased Student Outcomes.** Describe how the professional development will lead to increased measurable skill gains, transitions to postsecondary education, and credential attainment in adult learners.
- 10.3 Using Data.** Discuss how you will use program data to drive professional development and continuous improvement.

10.4 Trained Staff. Identify how the applicant will ensure the program has well trained staff including instructors, administrators, counselors, data staff, etc.

10.5 “Other” Professional Development. If professional development is offered by an organization other than the Professional Development Network, discuss what that professional development will cover, the credentials of the person or persons providing the training, and how the PD is aligned with the Illinois Content Standards and WIOA expectations.

10.6 Transference of Learning. Discuss the process used to ensure the transference of learning from professional development into practice.

10.7 Standards Proficient Instructors. Describe your plan to ensure that instructors participate in Standards Proficient Training for your ABE/ASE/ESL teachers. Identify the total number of program instructors, the number of instructors that have completed Standards Proficient Training, the number of dedicated content specialists, and the number of Master Teachers in each content area. Programs are required to develop specialists as applicable in the areas of assessment, math, Language Arts (reading, writing), ESL/ELA, Special Learning Needs, and transitions to serve on programmatic instructional teams through Standard Proficient Training offered through the Professional Development Network (PDN). (State Policy)

10.8 Professional Development Needs. Address any professional development needs or key areas that would aid your program in achieving the objectives in the Adult Education Program.

10.9 Professional Development Chart. Complete the following chart. Use Appendix C: Professional Development Key Terms.

| Topic Area | Expected Number of Staff members to participate. | Expected Number of Staff members to Participate in Standards Proficient, Specialist, and Master Teacher | Number of Agency Admin Staff | Number of Agency Support Staff | Number of Agency Instructors |
|---------------------------------|--|---|------------------------------|--------------------------------|------------------------------|
| ADA Coordinator | | | | | |
| Administrator Training | | | | | |
| ABE/ASE Standards Proficient | | | | | |
| ABE/ASE Specialist Training | | | | | |
| ABE/ASE Master Teacher Training | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Assessment | | | | | |
| Special Learning Needs /Equity for All Learners | | | | | |
| Distance Learning | | | | | |
| DAISI Trainings | | | | | |
| iLearn Courses | | | | | |
| Career Navigator Professional Pathway | | | | | |
| ESL Standards Proficient | | | | | |
| ESL Specialist Training | | | | | |
| ESL Master Teacher | | | | | |
| Evidence Based Reading/STAR | | | | | |
| Transitions Academy | | | | | |
| Technology/Digital Literacy | | | | | |
| In House PD | | | | | |