

FY 16 Annual Application – Adult Basic Education

Application for State and Federal Funds under Title II of the Workforce Innovation and Opportunity Act of 2014 for the period of July 1, 2015 to June 30, 2016.

Submission Instructions

Due Date: Applications are due by 5pm, **June 5, 2015**. Requests for extension must be made in writing with the Division no later than May 22nd.

Submission Format: Submit original and one copy. Please secure each with a single binder clamp. Do not submit in three-ring binders, spiral-bound, etc. Tab-divider pages are acceptable.

Submission Location: You are welcome to hand-deliver your application. Otherwise, please submit by mail to:

Amelia Valasek, Adult Basic Education Coordinator
Division of Professional-Technical Education
P.O. Box 83720
Boise, ID 83720-0095

Background

Adult Basic Education is funded under Title II of the Workforce Investment Act, known as the Adult Education and Family Literacy Act (AEFLA). These funds are intended to provide Adult Basic Education (ABE) activities to adults who meet AEFLA criteria. These Programs must:

- Offer sufficient intensity and duration;
- Use instructional practices based on research and recognized best practice;
- Effectively employ advances in technology, as appropriate, including the use of computers;
- Provide learning in real life context;
- Coordinate activities with other available resources in the community, such as strong links with postsecondary institutions, one-stop centers, social service agencies, etc.;
- Offer flexible schedules necessary to enable individuals (including those with disabilities or other special needs) to attend and complete programs;
- Maintain high-quality data; and
- Employ well-trained, high quality instructors and staff.

Application Overview & Guidance

To receive Federal and State funds for Adult Basic Education, each program must submit an annual application to the State Division of Professional-Technical Education. A complete application will consist of the following items (described in further detail on the following page):

- Signature Page
- Signed Assurances
- Program Quality Summary (Tables #1 - #5, Recruitment and Intake responses)
- Project Narrative Form (for each applicable funding source and activity)
- Project Budgets (for each applicable funding source and activity)

Signature Page and Assurances

Both the Signature Page and Assurances must be signed by the Dean of the College where the ABE program is housed.

Program Quality Summary

The intent of the Program Quality Summary is to provide an overview of the ABE activities you plan to deliver during FY 2016, for your program as a whole. This section consists of the following:

- Table 1: Outreach
- Table 2: Intensity and Duration
- Table 3 & Table 4: Accountability (FY 2016 Proposed Targets)
- Overview of Recruitment and Intake Process
- Table 5: Cooperative Partnerships

Project Narrative Forms & Budgets

A project narrative and budget must be submitted for each funding source and project or activity listed below (as applicable):

- State Funds
- Federal Formula Funds:
 - Direct Services
 - Administration
 - Institutionalized
- Integrated Transition and Retention Projects (ITRP)
- Leadership & Incentive projects
- EL Civics

Please note that Direct Services, Administration, and Institutionalized projects must be budgeted from your total Federal formula award amount. ITRP, Leadership and EL Civics projects will be awarded separately from non-formula federal funds.

When drafting your budgets, please remember that costs must be necessary, reasonable, allocable, and supported by the project narrative. Costs may not be a general expense of the recipient, and no indirect expenses will be funded. All equipment purchases must have prior approval from the State Division of Professional-Technical Education. Approval of the annual application constitutes prior approval of equipment listed in the budget narrative. Equipment has a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. Software is not considered equipment.

State Funds

State Funds may be used for both Administration and Direct Services. Certain costs that have previously been paid for with State Funds may not be replaced with Federal Funds, as this constitutes supplanting and may result in a loss of funding. Please contact the Division if you would like additional information regarding supplanting or applicable expenses.

Federal Direct Services (Formula Funds)

Direct Services are those costs associated with the provision of the ABE program, including the cost of instructor salaries and prep time, classroom space, books, classroom supplies, IMAS data system, and other direct expenses. In FY16, this may also include ITRP programs and activities. Additional non-formula funds for ITRP will also be available (see below under ITRP).

Federal Administration (Formula Funds)

Administration projects are limited to 5% of the Federal formula award. The 5% limit may be negotiated in cases where the cost limits are too restrictive to allow for adequate planning, administration, personnel development and interagency coordination. Indirect rates are not allowable.

Federal Institutionalized (Formula Funds)

Institutionalized funding shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. Correctional institutions means any prison; jail; reformatory; work farm; detention center; or halfway house, community – based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. Should not exceed 10% of formula award.

Integrated Transition and Retention Projects (ITRP)

In FY16, expenses associated with the ITRP program can be paid from both your federal formula funds (Direct Services) as well as additional funds made available through Leadership and WIA Incentive grants. If you intend to operate an ITRP program(s) in FY16, please include a separate program narrative for this activity, regardless of how the program is funded.

If you intend to integrate your ITRP program(s) into your Direct Services grant, please include the applicable expenses in your Direct Services Budget. If you need to request additional funds to support your ITRP program(s) please include an additional budget requesting funds for the remaining expenses. You should submit all ITRP request materials to the state office concurrently with your annual extension plan.

For example, if your ITRP program costs \$10,000 and you plan to absorb \$4,500 into your Direct Services budget, you would submit an additional budget labeled 'ITRP' outlining the remaining \$5,500 of expenses. The state office will award additional ITRP grants as appropriate from available set-aside funds.

Federal Leadership & WIA Incentive

Leadership projects may be submitted throughout the year in accordance with ongoing needs and state initiatives. Project awards will be based on priority and availability of funds. When planning and requesting leadership projects, programs should consider the following priority activities:

- FY16 WIOA Planning and Transition Activities
- FY16 Mentoring Institute
- OCTAE Required Training for new instructors
- Program Quality Improvement needs

More information regarding WIOA Transition activities and the Mentoring Institute will be available in summer 2015, and requests for these projects will be submitted at that time.

Programs may submit OCTAE-Required Training requests and Program Quality Improvement requests concurrently with their annual extension plan, and/or as needed throughout the year.

EL Civics

The English Literacy and Civics Education Grants Program was designed to help states and communities provide access to high quality English literacy programs linked to civics education to adults with limited English proficiency. Please complete the additional EL Civics questions listed on the project narrative form if requesting EL Civics funding. Project grants will be awarded based on the availability of funds. Programs may not necessarily receive the full amount of their request.

Signature Page

Fiscal Year FY 2016

Institution Name

Signature of Technical College Dean

Date

Primary ABE Contact Person for the Institution & Title

Telephone

Address:

Completed Annual Applications are due by **June 5, 2015** and must be mailed or hand delivered to:

Amelia Valasek, Adult Basic Education Coordinator
Division of Professional-Technical Education
P.O. Box 83720
Boise, ID 83720-0095

ASSURANCES

IDAHO LOCAL ADULT BASIC EDUCATION FY15-16

*The Adult Education and Family Literacy Act
As Amended by the Workforce Innovation and Opportunity Act of 2014*

The _____, an eligible Idaho provider that has demonstrated the ability and the capacity to provide quality adult education and literacy services within Region, submits its annual application to be effective until June 30, 2016. The institution assures that this plan, which serves as an agreement between the state and the provider, under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal and state laws and regulations, including the following assurances:

Please initial each item, confirming agreement to comply.

Administrative Assurances:

_____1. We understand and accept that each program receiving a grant under this subtitle may not charge any eligible AEFLA funded participant a fee for basic skills instruction or services, unless approved in advance by the Division.

_____2. We will maintain and use the Idaho Management and Accountability System, IMAS, and submission of available data will be in accordance with NRS guidelines and guidelines set forth by the State.

_____3. We understand and agree to administer only those ABE assessments that have been approved by the Office of Vocational and Adult Education and to abide by the approved Idaho ABE Assessment Policy.

Performance Assurances:

_____4. We understand and accept that all AEFLA funded programs are expected to contribute to Idaho's performance goals as negotiated with the US Department of Education, and that performance toward these goals may affect our funding in subsequent years.

Program Quality Summary

Table 3: Accountability Table/ Educational Gain – FY16

Please consider your program’s previous performance when setting your FY2016 targets. At *minimum*, your targets must meet the EFL State targets for FY 2016 (see far right column).

Number and Percent of Participants Entering and Completing an EFL										
	FY 13 (Actual)			FY 14 (Actual)			FY 2016 (Proposed)			FY16 State
<i>Educational Level</i>	<i># Enter</i>	<i># Comp</i>	<i>% Comp</i>	<i># Enter</i>	<i># Comp</i>	<i>% Comp</i>	<i># Enter</i>	<i># Comp</i>	<i>% Comp</i>	<i>% Comp</i>
1. Beginning ABE Literacy										52%
2. Beginning ABE										53%
3. Low Intermediate ABE										49%
4. High Intermediate ABE										42%
5. Low Adult Secondary										42%
6. Beginning ESL Literacy										49%
7. Low Beginning ESL										56%
8. High Beginning ESL										53%
9. Low Intermediate ESL										46%
10. High Intermediate ESL										47%
11. Advanced ESL										25%

*Note –You should plan your FY16 performance based on anticipated actual attendance in each level and then determine the *minimum number of students who must complete in order to meet or exceed the state target*. In some cases, your proposed target may be higher than the state target, especially in levels with very low enrollment. For compliance purposes, you will only be held accountable for meeting the state target (at minimum).

For example, based on previous years’ enrollment, you anticipate eight (8) total students in level A1 for the year. You know that you cannot meet the target of 52% if only 4 complete the level (50%). Therefore, you need at least 5 to complete the level in order to realistically *meet or exceed* the state target. In this case, your completion rate would be 62%, which is higher than the state target.

Program Quality Summary

Table 4: Accountability Table/ Outcome Measures – FY16

Number and Percentages of Participants Setting and Achieving Outcome Measures										
	FY 13 (Actual)			FY 14 (Actual)			FY 2016 (Proposed)			FY16 State
Outcomes	# In cohort	# Achieved	% Achieved	# In cohort	# Achieved	% Achieve	# In Cohort	# Achieve	% Achieve	% Achieve
1. Enter Employment										41%
2. Retain Employment										69%
3. Receive GED										85%
4. Enter Post - Secondary										25%

Enter Employment: States will report this measure for learners who are unemployed and in the labor force when they entered the program and who exit during the program year.

Retain Employment: States will report this measure for learners who were not employed at time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and learners employed at entry who exit during the program year.

Receive a GED: States will report this measure for learners who take all GED tests and who exit during the program year.

Enter Postsecondary Education/Training: States will report this measure for learners who earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who are enrolled in a class specifically designed for transition to postsecondary education or training, who exit during the program year.

* Please see note on setting EFL targets on the previous page. The same principle will apply for Outcome Measures.

Program Quality Summary

Recruitment and Intake Process – FY16

Recruitment addresses how the program informs and enlists new students to participate in ABE programs. The intake process includes orientation, registration, assessment, and placement.

In addressing questions below regarding the program's recruitment and intake processes, please include information for primary ABE Centers and Outreach Centers with services available 15 hours a week or more. You may type directly into this form, or attach your narrative on a separate page(s) with this serving as the cover page.

1. List (or attach a copy of) your regional program's Intake and Orientation Schedule for FY 2016.

2. Briefly explain the program's recruitment process.

3. Does your Intake and Orientation Schedule align with your class start dates? What is the longest a student might have to wait in order to enroll in class? Describe the activities and services students have access to while waiting to enter a class.

4. Please describe your managed enrollment process, if applicable.

5. Are there opportunities to register and take the placement assessment any other time, or in any other way than those listed on the schedule? If so, what are they and what is the estimated percentage of students who take advantage of this option/s?

FY16 Project Narrative Form (General)

A separate application form must be submitted for each funding source and applicable project (please see instructions at beginning of application packet). This form should be used for all requests **except** the ITRP project. You may type directly into this form, or attach your narrative on a separate page(s) with this serving as the cover page.

Project Title

**Project Title should be formatted as "Funding Source – Project." E.g.: "Federal – Direct Service" or "Leadership – Standards Training" etc.*

Project Description:

1. Need and Planned Activities to Meet the Need:

Provide an overview of what you plan to do in FY 2016 with the funding requested under this project and briefly describe why it is needed.

2. Activity Outcomes:

Describe the expected outcome of the activities you are planning for FY 2016.

3. Improvement:

Describe if/how the listed activities will improve student and program performance.

EL Civics

If you are applying for EL Civics funds, also complete the following:

- a) Address how you plan to incorporate language skills with citizenship content.*
- b) Briefly describe how the EL Civics teacher's time will be reported.*
- c) How many students do you plan to serve in EL Civics in FY16? If you plan to serve fewer EL Civics students in FY 2016 than you served in 2015, briefly explain.*

FY16 Project Narrative Form (ITRP)

Please respond to the following questions regarding your proposed ITRP program in FY16 and include a project budget if applicable. Please attach your narrative responses behind this cover sheet when submitting your application.

Project Title _____

Project Description:

1. Project Start and End Date, Contact Person, and Contact information

2. Project Goal(s):

- *State the primary goal(s) of this project as it relates to the specific needs of your students and institution.*

3. Project Plan:

- Describe how this project will assist students in transitioning to postsecondary education or training, and how it will address retaining students already enrolled in a technical training program/s (for students at or below the 12th grade level in at least one skill level –math, reading, writing, English). Include which basic skill area/s this project will address.
- List the technical program/s involved in this project. ITRP's are required to include applied teaching tied to specific technical coursework and curriculum.
- List the TABE, GAIN or CASAS cut-off score necessary to participate in this project, if applicable. (Or other means of determining eligibility)
- Describe how this program will accelerate instruction. Be specific and/or provide examples that illustrate how the process is accelerated for students vs the alternative options.
- How will the ABE teacher and the Technical teacher work together to ensure that applied basic skills, specific to this technical field, are addressed? How often will they plan to meet and what do they hope to accomplish in working together?

4. Evaluation Process

Explain how you will measure items A, B, and C below. At year-end, be prepared to report project outcomes, as well as the successes and challenges encountered in the project.

- a) Report the number of students who start the Integrated Transition and Retention project.
- b) Report the number of students who qualify to enroll or transfer into a technical program, without further basic skills remediation, upon completion of the Integrated Transition and Retention project, if applicable.
- c) Report the number of students who were retained in the technical program and completed the course successfully.

**STATE DIVISION of PROFESSIONAL-TECHNICAL EDUCATION
PROGRAM BUDGET REQUEST**

FORM CS5/10F
1/99

A. PROGRAM/PROJECT IDENTIFICATION

1. DISTRICT/
CONSORTIUM/
INSTITUTION SCHOOL TECHNICAL
RESPONSIBILITY

2. PROGRAM ID. PROGRAM CODE PROJECT
NUMBER (Provided by Division upon approval)

3. PROJECT TITLE

4. PRINCIPAL INSTRUCTOR/
CONTACT PERSON

B.	DESCRIPTION	PROF-TECH ED BUDGET REQUEST	OTHER FUNDING SOURCES	DPTE USE ONLY	
				APPROVAL	COMMENTS
1.	SALARIES & BENEFITS (Include temporary help)				
	TOTAL				
2.	TRAVEL (Include lodging, per diem, and registration)				
	TOTAL				
3.	OTHER EXPENSES (Include professional/contract services)				
	TOTAL				
4.	MATERIAL AND SUPPLIES				
	TOTAL				
5.	EQUIPMENT				
	TOTAL				
GRAND TOTAL					

NARRATIVE FOR ALL BUDGET ITEMS MUST BE PROVIDED ON THE PROGRAM BUDGET REQUEST NARRATIVE SHEET

SIGNATURES _____
PROGRAM INSTRUCTOR

_____ SCHOOL ADMINISTRATOR

PROGRAM BUDGET REQUEST
NARRATIVE

1. SALARIES & BENEFITS (Include temporary help)	
2. TRAVEL (Include lodging, per diem, and registration)	
3. OTHER EXPENSES (Include professional/contract services)	
4. MATERIAL AND SUPPLIES	
5. EQUIPMENT - (List of the specific number and type of equipment to be purchased)	
TOTAL	