



VIRGINIA DEPARTMENT OF
EDUCATION

**INTEGRATED ENGLISH LITERACY
AND CIVICS EDUCATION
CONTINUATION GRANT APPLICATION PACKET**

2016-2017

Office of Adult Education and Literacy
P. O. Box 2120
Richmond, VA 23218-2120

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ANNOUNCEMENT OF FUNDING AVAILABILITY

The Virginia Department of Education (VDOE), Office of Adult Education and Literacy (OAEL), will make funds available for grants to support Integrated English Literacy/Civics (IEL/Civics) Education projects in Virginia. Funding is provisional and contingent upon the availability of funds from the United States Department of Education (USED).

TITLE	Integrated English Literacy and Civics Education Grant Program
ISSUING AGENCY	Virginia Department of Education Office of Adult Education and Literacy P. O. Box 2120 Richmond, Virginia 23218-2120 Phone: 804-786-7643
ISSUED TO ELIGIBLE PROVIDERS APPROVED UNDER THE 2013-2014 COMPETITION	A local education agency; a community based literacy organization of demonstrated effectiveness; a volunteer literacy organization of demonstrated effectiveness; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries, or authorities described previously.
FUNDING AUTHORITY	Title II, <i>Workforce Innovation and Opportunity Act (WIOA) of 2014</i> , PL 113-128 Consolidated Appropriations Act of 2010, PL 111-366
GRANT PERIOD	July 1, 2016-June 30, 2017 (see "Administration," for additional information, page 4)
GRANT AMOUNT RANGE	\$25,000-\$100,000
APPLICATION SUBMISSION DEADLINE	June 3, 2016

The application materials (one original and four copies) may be mailed, hand delivered, or commercially delivered to the appropriate address below. Applications must be received by OAEL **no later than 2 p.m., June 3, 2016**. Due to newly instituted security protocols at the James Monroe Building, please call OAEL in advance at (804) 786-3347 if you plan to hand deliver your application. Faxed or e-mailed copies will not be accepted. Applications not meeting the delivery deadline will not be considered.

Physical Address

Melissa Dixon, Grants Manager
Office of Adult Education and Literacy
James Monroe Building, 21st Floor
101 North 14th Street
Richmond, Virginia 23219

Mailing Address

Melissa Dixon, Grants Manager
Office of Adult Education and Literacy
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

GRANT REQUIREMENTS

[F] – CONTAINS FEDERAL REQUIREMENTS, POLICY, OR STANDARDS

[S] – CONTAINS STATE REQUIREMENTS, POLICY, OR STANDARDS

GENERAL INFORMATION

PURPOSE [F]

In accordance with the *Adult Education and Family Literacy Act* (AEFLA), Title II of the *Workforce Innovation and Opportunity Act of 2014*, the Integrated English Literacy and Civics (IEL/Civics) Education program funded through Section 243 supports education services to adult English language learners (ELL), including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in English language and acquire the basic skills and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Programs shall be designed to include instruction in literacy and English language acquisition, the rights and responsibilities of citizenship, work force preparation and work force training. Programs funded shall be designed to (1) prepare ELL for and place such adults in, unsubsidized employment in in-demand industries that lead to economic self-sufficiency and (2) integrate with the local work force development system.

ADMINISTRATION [S]

The Virginia Department of Education (VDOE), Office of Adult Education and Literacy (OAEL), administers the IEL/Civics grants, providing leadership, technical assistance, and oversight during the application and grant implementation processes.

The OAEL reserves the right to extend continuous funding during this WIOA transition year.

Continuation of funding to programs that were granted awards under the 2013-2014 competition is based on both input measures (program administration and operations reflecting evidenced-based and research-based best practices) and output measures (achievement of annual federal and state performance goals).

All funding is subject to the allocation and availability of funds by the United States Congress and the Virginia General Assembly.

ELIGIBLE APPLICANTS [F]

Eligible applicants include: a local education agency; a community based literacy organization of demonstrated effectiveness; a volunteer literacy organization of demonstrated effectiveness; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution not described previously and that has the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries, or authorities described previously. Only eligible providers approved under the 2013-2014 competition may submit continuation grant applications for 2016-2017.

Regional Programs

Eligible providers that received IEL/Civics funding as part of a regional adult education program for the 2013-2014 competition and who will apply for IEL/Civics funding for the 2016-2017 program year must apply through that regional program's fiscal agent. Regional programs may apply for up to the maximum qualifying award for each locality in the region (page 6). A regional budget workbook should be completed if a regional program applies for multiple localities.

For further information about regional program applicants, please refer to Sections VII.B-C of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*.

OPERATIONAL GUIDANCE MANUAL [S]

Eligible applicants should refer to the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs* for further descriptions of all applicable procedures required by the grant. When applicable, the appropriate section of the manual is identified in this application packet. The manual is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/program_policy_guidance/index.shtml.

DEADLINE FOR RECEIPT OF APPLICATION [S]

The application materials (one original and four copies) may be mailed, hand delivered, or commercially delivered to the appropriate address below. Applications must be received by OAEL **no later than 2 p.m., June 3, 2016**. Due to newly instituted security protocols at the James Monroe Building, please call OAEL in advance at (804) 786-3347 if you plan to hand deliver your application. Faxed or e-mailed copies will not be accepted. Applications not meeting the delivery deadline will not be considered.

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GRANT PERIOD AND AWARD AMOUNTS [S]

Grants will be awarded for the period beginning July 1, 2016, and ending June 30, 2017. Awards may range from \$25,000 to \$100,000 depending on the proposed number of IEL/Civics students served and reported to the National Reporting System (NRS) through the state Management Information System (MIS). Each independently eligible applicant and the eligible provider in each locality of a regional program may apply for an award of \$25,000 to \$100,000. Awards for approved applications will be based on a minimum

NRS enrollment* as outlined in the following table and the applicants' requests for funding.

NRS Enrollment	Qualifying Award
25-49	\$25,000
50-99	\$25,001-\$49,999
100-149	\$50,000-\$99,000
150 or more	\$100,000

*Learners qualifying for NRS enrollment must have twelve hours of instruction and an approved pre-test.

APPLICATION COMPONENTS [S]

Pursuant to Sections V.A.1 and V.A.2 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants must submit within the established deadline a complete application in order to be considered for funding. The complete application instructions are included in this document. Each component listed below is described in detail in this application packet. A checklist is in the appendix of this document and must be submitted along with the components described below.

- Proposal narrative
- Goals and Objectives form
- History of Program Performance table
- Budget workbook, including contact information, budget worksheets, and budget summary
- Federal and state assurances

Regional programs must provide separate budget worksheets for each locality in the program; the budget summary will tally totals for all of the worksheets. However, only one proposal narrative should be developed to address the program plan for all localities in the region.

INQUIRIES [S]

For questions regarding programmatic processes or budgets, please contact Melissa Dixon, grants manager, via e-mail at melissa.dixon@doe.virginia.gov or by telephone at (804) 786-7643.

COMMUNICATION [S]

Pursuant to Sections VI.A.18-20 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, the program manager or designee is required to provide appropriate contact information as identified on the contact information sheet and must attend all OAEL meetings (whether held in face-to-face or electronic forums), including program manager meetings and conference calls.

By signing as program contact, the individual identified assumes responsibility for all program matters, including financial management.

CONSIDERATIONS [F]

In selecting grants for funding, OAEL will consider the factors below, consistent with the requirements of AEFLA.

1. The degree to which the eligible provider will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program
 - a. is of sufficient intensity and duration for participants to achieve substantial learning gains, and
 - b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the activities are built on a strong foundation of research and effective educational practice
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers
7. Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
10. Whether the activities offer flexible schedules and support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
12. Whether the local communities have a demonstrated need for additional English literacy programs

PROGRAM PRIORITIES [F][S]

All programs funded through the IEL/Civics grant program are expected to address the fundamental program priority of providing integrated English literacy and civics education in accordance with state and federal regulations as described herein and in the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*. The intensity, duration, and delivery of literacy instruction should be sufficient to enable adult ELL to achieve progress measured in terms of National Reporting System (NRS) accountability standards. The instruction should emphasize content in the following areas.

1. The rights and responsibilities of citizenship
2. Civic participation
3. Work force preparation
4. Work force training for a specific occupation or occupational cluster

In addition to addressing the fundamental program priorities, applicants are encouraged to provide IEL/Civics services in conjunction with any or all of the following priorities.

Citizenship Preparation

Citizenship preparation is designed to prepare learners to complete the naturalization process by enhancing their understanding of the rights and responsibilities of citizenship, United States naturalization procedures, and United States history and government.

Facilitating the Transition to Adult Basic Education (ABE)

Facilitating transition of IEL/Civics learners to ABE programs will allow learners to continue their education and place them on track to earn a high school equivalency (HSE) credential, gain employment, or enroll in a postsecondary education or training program.

Serving Areas with Significant Unmet Demand

Areas of significant unmet demand for IEL/Civics education include those that consistently maintain waiting lists for entry into English Language Acquisition (ELA), have experienced significant growth in the number of adults who are English Language Learners (ELL), have a large concentration of adults in unserved or underserved language groups, and/or have limited accessibility to nontraditional class schedules and locations.

ACTIVITIES

APPROVED ACTIVITIES [F] [S]

The IEL/Civics activities should enable adult English Language Learners (ELL) to increase their English literacy proficiency in reading, writing, speaking, and listening in order to understand and navigate governmental, educational, and workplace systems and

key American institutions. Grant activities should focus on implementing effective practices that provide and increase access to integrated programs of English literacy instruction and civics education and may include the following activities.

1. Citizenship preparation
2. Civic participation*
3. Field trips that support class-based instruction
4. Use of technology for teaching and learning, including the use of effective distance education technology and instructional software
5. Outreach of demonstrated effectiveness
6. Guest speaker events that support class-based instruction
7. Work force preparation activities
8. Work force training activities (adult education to be payor of last resort)

**Participation in civic activities is allowable if it involves or supports class-based instruction and is in accordance with all other IEL/Civics program criteria.*

UNAPPROVED ACTIVITIES [F] [S]

Pursuant to Sections VI.A.6 and VI.A.11 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grantees may not use funds to participate in, support, or encourage unapproved activities. Unless otherwise noted in the manual, unapproved activities include, but are not limited to, the following.

1. Providing continuing education or enrichment classes that do not have work force focus
2. Sponsoring or supporting learner participation in organized fair or fundraising activities that are not directly related to IEL/Civics instruction
3. Developing curriculum and/or curricular materials that are not used for instructional purposes during the grant period
4. Providing religious instruction, conducting worship services, or engaging in any form of proselytization
5. Assisting, promoting, or deterring union organizing
6. Financing, directly or indirectly, any activity designed to influence the outcome of an election to any public office
7. Impairing existing contracts for services or collective bargaining agreements
8. Paying or compensating directly for learner transportation (other than for class field trips) or childcare

Neither federal grant funds nor local matching funds may be used to support HSE testing-related activities such as testing, re-testing, graduations, or scholarships.

FEES [F] [S]

Pursuant to Section V.F.3 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grantees may collect tuition and registration fees.

Such fees should be necessary and reasonable and must be used for allowable expenditures as described in the Expenditures section of this application packet.

STAFF DEVELOPMENT [S]

Pursuant to Section VI.A.19 and VI.C.10 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants must provide for staff development in their proposed budgets. Participation in quality staff development enables administrators, teachers, volunteers, counselors, and support staff to deliver IEL/Civics program services in accordance with OAEL policies, priorities, and state and federal grant criteria. For the current fiscal year, OAEL expects one of the staff development priorities to be standards-based instruction and the development of professional learning communities. Throughout the grant year, OAEL sponsors staff development opportunities provided by the Virginia Adult Learning Resource Center (VALRC).

In addition, the program manager or designee is required to attend all OAEL-sponsored grant meetings (whether held in face-to-face or electronic forums), including program manager meetings and conference calls.

ACCOUNTABILITY AND REPORTING

WEB-BASED DATA SYSTEM [F] [S]

Grantees must use the VDOE's Web-based data system to report their program data on a monthly basis. The NRS data must be entered no later than the 20th of each month beginning August 2016. All fiscal year NRS data for 2016-2017 must be completed by August 1, 2017. Required monthly data include, but are not limited to, the following.

1. Staff employment
2. Staff certifications
3. Class information
4. Student demographic information
5. Student assessment information
6. Student attendance

External Database – Importing Data

Effective July 1, 2011, grantees may not import data into the NRS Web-based data system from an external database and must manually enter their data in accordance with Sections VI.A.8 and VI.A.10 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs* as described above.

Adult Student Profile Document (ASPD)

Pursuant to Section VI.C.5 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, all grantees must use page one of the ASPD to collect and report required student demographic information annually. If a grant recipient chooses to collect information, other than what is required, a separate page or form may be used.

PROGRAM PERFORMANCE [F]

Pursuant to Section VI.A.22 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients are expected to meet the state-negotiated performance targets for accountability. A review of performance will occur semiannually from the inception of the grant. Each recipient shall demonstrate by January 20, 2016, progress towards meeting state targets on NRS Table 4 and Table 5. Additional reports may be required throughout the grant cycle based on funding and program priorities. A final evaluation report will be due in October 2017 (page 18).

While the accountability standards for state reporting are expected to be updated in accordance with WIOA for the 2016-17 program year, states have not yet received guidance from OCTAE as to what these standards will be. WIOA identifies the following state performance measures:

1. percentage of program participants who are in unsubsidized employment during the second and fourth quarter after exit from the program
2. median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
3. percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its equivalent during participation in or within one year after exit from the program
4. percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment
5. indicators of effectiveness in serving employers

The measures programs will be responsible for reporting have not yet been determined. Once the guidance has been finalized and distributed by the federal Departments of Labor and Education, the information will be distributed to grant recipients for collection and reporting.

Specific reporting requirements will be provided to grant recipients after awards have been distributed.

TECHNOLOGY [S]

Pursuant to Section VI.B.10 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients must provide access to current and comprehensive computers and technology for program implementation and

administration. For specific information about system requirements, applicants may contact OAEL.

ASSESSMENT AND DISTANCE EDUCATION [F] [S]

Pursuant to Section VI.A.9 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients must conduct activities in accordance with the policies outlined in the *Assessment Policy for Virginia Adult Education and Literacy Programs*, and the *Distance Education Policy for Virginia Adult Education and Literacy Programs*, effective July 1, 2010, and all subsequent updates or addenda to these policies. All policies are located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/program_policy_guidance/index.shtml.

RETENTION OF RECORDS [S]

Pursuant to Section VI.A.17 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs* grant recipients must maintain all records, including student and financial records, related to the grant for a period of five years after the ending date of the grant. These records must be accessible and available for monitoring and auditing purposes.

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT [F]

The Federal Funding Accountability and Transparency Act (FFATA) went into effect in September 2006. The intent of the FFATA is to reduce wasteful spending in the government through accountability measures. The FFATA legislation requires information on federal awards be made public via a single, searchable Web site, which is www.USASpending.gov.

The FFATA Sub-award Reporting System (FSRS) will collect data from federal prime awardees on sub-awards they make. The OAEL is required to report on its sub-grants.

All applicants receiving an IEL/Civics grant award will be required to submit additional information to OAEL upon request. Information about reporting for FFATA will be included with the grant award.

BUDGETS AND FINANCIAL MANAGEMENT

PROGRAM COST [S]

The VDOE will fund 85 percent of the total program cost. Local matching funds must account for the remaining 15 percent. A more complete description of local matching funds is described beginning on page 15 of this document.

INSTRUCTIONAL COSTS [S]

Eligible applicants shall use not less than 95 percent of the projected federal allocation for IEL/Civics instructional activities. Below are additional budgeting requirements related to the instructional plan.

Instructional Salaries

The eligible applicant must budget a minimum of 50 percent of the total instructional costs for salaries and benefits related to direct or distance learning instruction. Additional consideration should be given for providing staff development.

Purchased Services – Outreach

The eligible applicant may not budget more than 10 percent of the instructional costs for purchasing outreach materials, services, and activities.

Computers and Equipment

Any expenditure for computers and technology equipment must be reasonable and justifiable. All computers and equipment must be for the direct use and benefit of the proposed project during the year of the grant. Expenses for computers and equipment must be incurred during the first three quarters of the award year.

ADMINISTRATIVE COSTS [F]

Eligible applicants may budget up to five percent of the total requested amount for administrative expenses for the proposed project.

BUDGETS [S]

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved IEL/Civics activities may be budgeted. The budget workbooks are located under Integrated English Literacy/Civics Education on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

The required budget elements include all of the following.

Budget Narrative

Applicants must include a budget narrative as part of the proposal narrative that clearly describes how all anticipated program expenses are related to the proposed activities. Expenses identified in the budget narrative should match those listed in the budget worksheets. For more information about developing the budget narrative, please refer to the Proposal Development and Review section of this document, beginning on page 18 of this document.

Budget Summary

Applicants must submit a budget summary identifying the total expenditures related to administration, instruction, and local match. The budget summary sheet is a component of the budget workbook.

Budget Worksheets

Applicants must complete and submit all administrative and instructional budget worksheets located in the budget workbook. Within each category, applicants must identify all relevant expenditures by line item.

Regional Programs

Regional program applicants must submit budget information using a Regional Budget Workbook. Applicants must submit administrative and instructional budget worksheets for each participating local program as well as a budget summary for the entire region. The regional workbook contains budget worksheets for six local programs. Contact OAEL if additional worksheets are required.

Online Management of Education Grant Awards (OMEGA)

Once the budget has been approved by OAEL, OMEGA-approved applicants must submit a budget transfer in OMEGA to establish the budget for reimbursement. Local school divisions and regional programs based in local school divisions or community colleges are approved to use OMEGA. It is the responsibility of OMEGA-approved programs to ensure that appropriate local staff, including the program manager or director, has current permissions for access, development, and approval in OMEGA.

Object Codes and Descriptions

Budgets must be developed using standard state object codes. For a full description and examples for each object code, see the Budget Workbook Instructions.

EXPENDITURES [F] [S]

All expenditures must fall under the object codes identified in the budget. Expenses must pertain to a specific object code in order to be considered for reimbursement. Pursuant to Section V.E.1 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, all expenditures must be allowable. Any program expenditure deemed not allowable may not be claimed for reimbursement and will be incurred at the expense of the grantee. The grantee should contact OAEL about any questionable expenditure prior to making the purchase.

It is the responsibility of the recipient to maintain adequate liability coverage for the recipient, the employees, and the participants for both on-site and off-site activities.

Applicable Guidelines

Applicable federal and state administrative requirements, cost principles, and audit requirements are incorporated into each grant award by reference. For educational institutions, the following apply.

1. Uniform Administrative Requirements for Grants and Agreements to State and Local Governments, 45 FR, Part 2541
2. Omni Circular 2CFR200 Subpart E, Cost Principles for State and Local Governments
3. Omni Circular 2CFR200 Subpart F, Audits of State and Local Governments and Non-Profit Organizations

Unallowable Expenditures

As described previously, funds may not be used to support any unapproved activities. Additionally, stipends, allowances, post-service benefits, or other financial support may not be paid to any staff, except as reimbursement for transportation or other reasonable out-of-pocket expenses directly related to program participation.

Local Match

Pursuant to Section VI.C.12 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, a 15 percent local match is required from the grant recipient. The VDOE will provide 85 percent of the total program cost, including administration and instruction. The match may be made as in-kind contributions, cash, or a combination of the two. The match may exceed 15 percent but may not be less than 15 percent.

To calculate the local match amount based on the project cost, multiply the total cost of the project by 0.15. The result is the expected local match amount.

To calculate the local match amount based on the requested amount, divide the request amount by 0.85. The result is the total cost of the project. Subtract the request amount from the total project cost. The result is the expected match amount.

The following examples illustrate how to calculate the local match described above:

Start with Estimated Project Cost	Amount
Estimated Project Cost	\$100,000
Estimated Local Match Amount (the estimated project cost multiplied by 0.15)	\$15,000
Estimated Request Amount (the estimated local match amount subtracted from the estimated project cost)	\$85,000

Start with Estimated Request Amount	Amount
Estimated Request Amount	\$100,000
Estimated Project Cost (the estimated request amount divided by 0.85)	\$117,647
Estimated Local Match Amount (the estimated request amount subtracted from the estimated project cost)	\$17,647

Allowable Matching Funds

An applicant may designate contributions of non-federal cash or in-kind costs towards the IEL/Civics project as local match as long as the expenses are within the scope of the applicant’s proposed activities and are allowable. The local match should be identified in the budget worksheets by object code, line item, and amount. However, match amounts do not have to parallel requested amounts by amount, line item, or object code. Special considerations for determining local match include the following.

- All expenditures identified as local match must be for the direct support of the program activity.
- When applicable, documentation is required to identify the percent of support converted to a dollar amount. Common instances of this requirement include salaries.
- Rent may be used as local match and is based on the fair market rental rate in the program area. This applies when state, local education agency (LEA), or other agency property is used as space to support program activities. Documentation of an appraisal of fair market rental rate for the area is required. The percentage-of-use time must be converted to a dollar amount.
- Applicants that identify indirect cost may not claim overhead costs (e.g., rent, utilities, or common area maintenance) against IEL/Civics funding.

PROGRAM INCOME [F]

Grant recipients may collect tuition monies and/or fees. Tuition monies or fees collected must be reasonable and necessary and must not deter access to services. Such fees are regarded as program income and must be tracked and expended carefully. In addition to fees charged for services, any full-time equivalent (FTE) funds collected by institutions of higher education based on federally funded adult education and literacy enrollments are considered program income, and those funds must be tracked and expended in the same manner as tuition or fees.

Pursuant to Sections V.F.3 and V.F.4 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, program income must be used and reported by the grant recipient in a specific manner. As defined by the guidance manual, program income is the “gross income received by the grant recipient or sub-recipient directly

generated by a grant supported activity or earned as a result of the grant agreement during the grant period.”

Grant recipients must report program income collected and expended quarterly based on the income generated during the grant period. This includes support of classes, coordination, supervision, and general administration of adult education programs, including responsibilities associated with the finances of these programs. Expenditures must be tracked and reported within the same expenditure object codes identified previously.

Program income may not be incorporated into a lead agency’s general funds unless it is directly available to support IEL/Civics services and is maintained as a separate line item. The form to report program income is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

REQUESTS FOR REIMBURSEMENT AND TRANSFERS [F] [S]

Pursuant to Section V.F.1 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, VDOE funds grant recipients on a cost-reimbursement basis only. All reimbursements and budget amendments must be submitted appropriately, according to the procedures outlined in the Financial Management chapter of the manual.

CERTIFICATIONS AND COMPLIANCE [F] [S]

Pursuant to Section VI.A.7 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants must certify annually, through official signature of the superintendent, community college president, or designee, compliance with specific state and federal laws and/or regulations. Signatures indicate that the applicant agrees to fully comply with each assurance. It is the responsibility of the applicant to be knowledgeable about applicable laws and regulations and as a grantee to act in accordance with these laws and regulations. The state and federal assurance forms are located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

TERMINATION OR SUSPENSION [F] [S]

Pursuant to Sections V.I.1, V.J.1, V.K.1, and V.L.2 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs* all funding is subject to the availability and appropriation of funds for the purpose of IEL/Civics programs. In emergency situations, VDOE may suspend a grant for not more than 30 calendar days. Examples of such situations may include, but are not limited to: serious risk to persons or property; violations of federal, state, or local criminal statutes; and material violations of the grant that are sufficiently serious that they outweigh the general policy in favor of advance notice and opportunity to show cause. Pursuant to 45 CFR 2540.400, VDOE

may terminate reimbursement payments under the grant, or revoke grant funds for failure to comply with applicable provisions of this grant. The VDOE shall provide the grantee reasonable notice and opportunity for a full and fair hearing within 60 days of receipt of such notice.

MONITORING AND EVALUATION

PROGRAM PERFORMANCE REPORT CARDS [S]

Pursuant to Section VI.A.23 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients are responsible for participating in any monitoring and evaluation activities conducted by OAEL. In accordance with the *Virginia State Plan for Adult Education and Literacy*, OAEL must conduct annual performance evaluations of grant recipients. Evaluation activities will include periodic reviews of program performance. These reviews address program performance in the following three areas: (1) financial management; (2) meeting state and federal performance targets; and (3) compliance with OAEL policies. An end-of-year performance report, called the “Program Performance Report Card,” is also issued. The report card summarizes the overall performance of the adult education program during the program year.

DESK REVIEWS [S]

Desk reviews will be conducted throughout the grant period to identify whether grant recipients are performing in accordance with state and federal policies and regulations, as well as program expectations. The OAEL will monitor regional program performance in terms of meeting federal and state targets, sound management of grant resources, and compliance with OAEL policies. If questions or concerns arise from a desk review, OAEL staff will contact the reviewed program for further action.

SITE VISITS [S]

Pursuant to Section VI.A.24 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, OAEL reserves the right, at all reasonable times, to conduct site visits to review and evaluate grant recipient records, accomplishments, organizational procedures, and financial control systems; to conduct interviews; and to provide technical assistance.

ANNUAL EVALUATION [F] [S]

The IEL/Civics grantees will be evaluated annually based on the measures used for the program performance report cards and IEL/Civics program targets. In addition, IEL/Civics grantees are required to submit a year-end report describing progress in fulfilling grant goals and objectives. The year-end report may require quantitative as well as qualitative information and will be due in October 2017.

PROPOSAL DEVELOPMENT AND REVIEW

INSTRUCTIONS [F] [S]

Applicants are expected to develop a proposal narrative that describes the nature of the request according to the proposal categories described below. In addition, applicants must complete a Goals and Objectives Form, a History of Program Performance table, a contact information sheet, budget worksheets, and a budget summary, all of which are located on OAEL's Web site at

http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

Applicants are responsible for making sure that a complete application has been received by the OAEL office by the required deadline. A complete application contains all of the application components according to the application checklist, located in the appendix of this application packet, as well as a copy of the completed application checklist.

Applicants are required to submit one original signed application and four copies by 2 p.m., June 3, 2016. Any applications (in part or in full) or any application materials received after the deadline will not be considered.

The proposal narrative should describe a plan that explains in a concise manner how the applicant will address the stated need by providing integrated English literacy instruction in the context of civics education that meets the state and federal considerations and priorities described on pages 7 and 8 of this proposal. The narrative should not exceed 15 typed, double-spaced, single-sided pages. Regional AEFLA programs applying on behalf of multiple localities may use up to 20 typed, double-spaced, single-sided pages for the narrative.

The narrative should be organized according to the categories outlined below. Applicants should use the items in each category to help guide their responses. Reliance on the use of and reference to appended materials is discouraged. If appended materials are required, they should be kept to a minimum. The maximum number of points that an application can receive is 100, based on the following distribution.

- | | |
|-----------------------------------|-----------|
| • Statement of Need | 10 points |
| • Measurable Goals and Objectives | 25 points |
| • Program Design | 25 points |
| • Capacity and Commitment | 20 points |
| • Program Evaluation | 10 points |
| • Budget and Budget Narrative | 10 points |

STATEMENT OF NEED (10 POINTS)

Using current information and data from external and internal sources, eligible applicants must describe the need for English literacy services in the context of civics education in the proposed service area. Data used to support your description must be accompanied by citations and originate from sources published after 2004.

MEASURABLE GOALS AND OBJECTIVES (25 POINTS)

Using the 2016-2017 IEL/Civics Goals and Objectives Form, eligible applicants must provide five core goals for their program for the fiscal year. Each goal may have up to five supporting objectives. The goals provided can be new or revised goals based on previous years' performance and must also include goals for strengthening, expanding or planning for integrated education and training, work force development partnerships, and professional learning communities for standards based instruction. Goal statements and objectives should be succinct, focus on student and program performance, and fulfill the criteria of SMART goals, i.e., specific, measurable, attainable, reasonable, and time-focused. A text box has been provided in the goals sections for applicants to provide a narrative to describe their reasoning for or clarification of the provided goals. Applicants should access the goals and objectives form on OAEL's Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

At a minimum, the goals must address the following.

1. Enrollment targets
2. A plan of continuous improvement to meet or exceed NRS-negotiated targets for educational gains and follow-up outcomes
3. Integrated education and training
4. Work force development partnerships that encourage employment opportunities
5. Professional learning communities for standards based instruction

In addition, applicants should consider the following in establishing their goals and objectives.

1. The need identified in the Statement of Need
2. Data reported in the History of Program Performance table (see the Capacity and Commitment section requirements for more information)
3. The local Workforce Investment Board (WIB) plan
4. Delivery of services that demonstrate compliance with the considerations and priorities of the proposal
5. Professional development needs necessary to carry out the prescribed delivery of services, to meet enrollment and NRS-negotiated performance targets, or to align program services with the considerations and priorities of the proposal

PROGRAM DESIGN (25 POINTS)

Eligible applicants must describe the services they intend to deliver for FY 2016-2017 to meet their population's needs and include a description of the following components.

1. The number, type (e.g., classes, groups, pairs, etc.), location, and schedule of instructional services provided

2. Instructional activities that describe the following:
 - a. The integration of English literacy with civics education that includes:
 1. The rights and responsibilities of citizenship
 2. Civic participation
 3. Work force preparation activities
 4. Work force training for a specific occupation or occupational cluster
 - b. Support services, including those for individuals with disabilities or other special needs, offered to enable individuals to attend and complete programs
 - c. The use of instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that are built on a strong foundation of research and proven educational practices in teaching learners to read
 - d. Real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
3. The intensity and duration of instruction that allows for participants to achieve substantial learning gains
4. A plan for improvement if your program's performance has not met NRS-negotiated targets or enrollment targets for the last three years
5. Assessment, goal setting, and, if applicable, distance education procedures that ensure compliance with OAEL policies
6. The use of technology, including the use of computers, in teaching and learning

CAPACITY AND COMMITMENT (20POINTS)

Eligible programs must demonstrate the capacity to achieve state goals by describing the following.

1. The program's ability to meet past performance measures for educational functioning level gains as defined by the National Reporting System for the last three years. Please provide performance data for levels 7 through 12, i.e., ESL beginning literacy through ESL advanced, for the fiscal years 2010-2015 by completing the History of Program Performance table for each eligible provider included in the application. An electronic copy of the table is provided on OAEL's Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml. Programs that have not participated in the NRS Web-based data system for the years requested should provide data related to enrollment and learner advancement and a description of the data system used to collect the information. The table should not be included in the total page count for the application narrative.

2. The commitment to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
3. The qualifications of staff, including instructors, counselors, and administrators, necessary to effectively carry out the activities identified in the Program Design section
4. Staff development activities that are planned to use professional learning communities for standards based instruction and to improve the effectiveness of staff to meet the state goals and objectives, carryout the program design, and/or comply with state and federal considerations, policies, or performance measures during the grant period
5. Partnerships with community organizations and agencies that facilitate the delivery of services outlined in the program design and promote the achievement of stated goals

History of Program Performance

This table is for illustrative purposes only. Applicants must complete the electronic form for each locality represented to submit with their applications. This form can be downloaded from the OAEL Web site's Grants and Funding page.

Educational Level	Performance	2010-2011	2011-2012	2012-2013	2013-2014
ESL Beginning Literacy	No. enrolled				
	No. with gain				
	% gain				
ESL Low Beginning	No. enrolled				
	No. with gain				
	% gain				
ESL High Beginning	No. enrolled				
	No. with gain				
	% gain				
ESL Intermediate Low	No. enrolled				
	No. with gain				
	% gain				
ESL Intermediate High	No. enrolled				
	No. with gain				
	% gain				
ESL Advanced	No. enrolled				
	No. with gain				
	% gain				

PROGRAM EVALUATION (10 POINTS)

Eligible applicants must demonstrate the ability to effectively evaluate their proposed plan and the achievement of their goals by describing the following.

1. The process and responsibilities for collecting, entering, analyzing, and evaluating data
2. The types of data used and the methods employed for analyzing data for use in program planning
3. Methods for communicating evaluation results to staff

BUDGET AND BUDGET NARRATIVE (10 POINTS)

Eligible applicants must submit a budget that supports the proposed project for FY 2016-2017, contains allowable expenses, adheres to the budget requirements (page 12), and is reasonable to achieve the stated goals and objectives. In addition, applicants must include a budget narrative that provides the following.

1. An itemization of expenses by object code
2. A description, number, unit cost, and total cost of itemized expenses, where applicable
3. Description of how the costs were derived, where applicable

In addition to completing the contact information sheet, budget worksheets, and budget summary sheet in the IEL/Civics Application Forms workbook, applicants must complete the Program Performance Targets Table. The information furnished in this section will be used to evaluate to what extent the grant recipient is able to meet the state-negotiated accountability targets during the grant period. The Application Forms workbook is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

Once the information has been entered into all of the workbook forms, the applicant should print a copy of each form, secure the required signatures, make four copies of the application materials, and submit all five sets (one original and four copies) to the delivery address noted in the Announcement of Funding Availability and Deadline for Receipt of Application sections. Applications should not be submitted in binders or special covers. It is the responsibility of the applicant to follow the application instructions within this packet as well as those that are included with the set of application forms. Applicants should contact OAEL if clarification about the application process is required.

SUBMISSION GUIDELINES [S]

1. The application narrative may not exceed 15 double-spaced, single-sided pages. Regional AEFLA programs applying on behalf of multiple localities may use up to 20 typed, double-spaced, single-sided pages for the narrative.
2. Submit application on 8-1/2-inch by 11-inch paper with a one-inch margin on all sides.

3. A standard 12-point font, such as Times New Roman or Arial, should be used for the program plan narrative, budget documents, and appendix documents.
4. Boldface type, underlining, and italics may be used. However, do not use color text.
5. Place a page number on each page, starting with number one, and number the pages consecutively throughout the document. (The budget worksheets, budget summary, and performance targets table will have their own page numbers.)
6. Application materials should be organized and submitted in the following sequence.
 - a. **Application checklist:** In the appendix of this application packet
 - b. **Contact information sheet:** From the Application Forms workbook
 - c. **Proposal narrative**
 - d. **Goals and objectives**
 - e. **History of Program Performance table**
 - f. **Budget summary:** From the Application Forms workbook
 - g. **Budget worksheet(s):** From the Application Forms workbook
 - h. **Appendix:** e.g., signed state assurances and letters of commitment from partnering agencies and organizations

SELECTION PROCESS [S]

A review panel selected by OAEL will be responsible for reviewing applications that meet all submission requirements. Each application will be evaluated based on the criteria identified in this application packet. Once all of the applications have been reviewed, the review panel will submit to OAEL a list of programs recommended for funding.

AWARD AMOUNTS [S]

Decisions about IEL/Civics award amounts take into consideration a number of factors, including the amount of available funds, the number of applications recommended for funding, and the amounts requested in the recommended applications. The OAEL strives to fund all qualified applications. In the event that the total amount requested in the applications recommended for funding exceeds the total amount of available funding, awards will be adjusted to accommodate the difference.

APPENDIX

APPLICATION CHECKLIST

All items in the application must be submitted in the order listed below.

Form/Document	Requirements	Total Pages	Completed	DOE Use Only
Application Checklist	This checklist completed, verifying pages included	1	<input type="checkbox"/>	
Contact Information		1	<input type="checkbox"/>	
	Program management information <i>(Demographic Data, Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
	Fiscal preparation information <i>(Demographic Data, Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
	Data entry information <i>(Demographic Data, Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
	Regional programs (if applicable) <i>(Identify each locality served)</i>		<input type="checkbox"/>	
Proposal Narrative	Description of planned program	15 (max.)	<input type="checkbox"/>	
Goals and Objectives Form	Core goals and objectives for the fiscal year	varies	<input type="checkbox"/>	
Table	History of Program Performance; a page for each program if applying as a consortium	Varies	<input type="checkbox"/>	
Budget Workbook		Varies	<input type="checkbox"/>	
Budget Summary	Program management information <i>(Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
	Fiscal preparation information <i>(Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
	Superintendent, Community College President, or Designee information <i>(Printed Name, Signature, and Date)</i>		<input type="checkbox"/>	
Budget Worksheets	Completed for all applicable object codes; regional programs must submit separate worksheets for each locality in the region		<input type="checkbox"/>	
Assurances		7		
	State Assurances <i>(Printed Name, Signature, and Date)</i>	3	<input type="checkbox"/>	
	Disclosure of Lobbying Activities (OMB 0348-0046) <i>(Printed Name, Signature, and Date)</i>	1	<input type="checkbox"/>	
	Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013 12/98) <i>(Printed Name, Signature, and Date)</i>	1	<input type="checkbox"/>	
	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions (ED 80-0014 09/90) <i>(Printed Name, Signature, and Date)</i>	1	<input type="checkbox"/>	