Welcome to WebChat with MNABE!

- We’ll begin at 1:00.
- Everyone is currently muted to reduce background noise.
- If you are having any tech issues, please chat to Karla Vien for assistance.
- The full PowerPoint and handouts are posted on the MNABE website.
- Please enter questions you have for today’s session in the chat.

“Leading for educational excellence and equity. Every day for every one.”
State ABE Staff

• Todd Wagner, State ABE Director
• Julie Dincau, Transitions
• Cherie Eichinger, Administrative Support
• Brad Hasskamp, Secondary Credential/Policy
• Astrid Liden, Professional Development
• Laurie Rheault, Grants
• Alice Smith, GED Records/Administrative Support
• Jodi Versaw, Program Quality
Today’s Agenda

**Grant Application Details**: Get ready to develop applications through the proposed process and questions

**Questions and Ideas**: Give participants time to ask questions and brainstorm ideas
How to Share Ideas & Questions

Type using the webinar’s chat function

Raise your hand and ask over phone or headset during Q & A periods when unmuted

Ask Karla if you have any tech questions or need technical assistance
Federal Competitive Adult Basic Education (ABE) Provider Grant Workshop

Fall 2016 – Winter 2017
Slides Are Rearranged & Edited to Fit This Time!
Applications for ABE Program Grant Funding in 2017

• Federal ABE Provider Competitive Grant Applications *(regular and corrections)* – multi-year grant (projected due date: March 15, 2017)

• Federal IEL/Civics Competitive Grant Application – two-year grant (due: May 2017)

• State ABE Consortium Grant Application – one-year renewable grant (due: June 1, 2017)
Upcoming grants application timeline

- January 9, 2017: Federal ABE provider letter of intent due
- February 1, 2017: Federal ABE provider competitive application/RFP published
- March 15, 2017: Federal ABE provider competitive application due
- March-April 2017: Federal applications reviewed by workforce boards and official grant reviewers
- April 2017: State ABE consortium and federal IEL/Civics competitive grant applications published
- April 10-14, 2017: In-person grant review sessions
- May 2017: Accepted federal ABE provider applications announced
- May 2017: IEL/Civics Grants due
- June 1, 2017: State ABE consortium grant applications due
- June 2017: Accepted IEL/Civics Grants announced
Applying for the Federal Grant as an ABE Program
Federal Funding Break Down

• Estimated total funding is $4.1 million to fund multiple organizations around the state.
• Funds allocated via formula that equates to an estimated $0.50 per prior year’s contact hour plus some additional funding for technology aid.
Application Components

Cover Sheet
• Organization contact information

Assurances
• Policies
• By submitting application, organization agrees to comply with assurances

Narrative section
• 6 sections
Geographic Regions

- Central Minnesota
- Metropolitan Area-East
- Metropolitan Area-West
- Northeast Minnesota
- Northwest Minnesota
- Southeast Minnesota
- Southwest Minnesota

And…
Statewide Service Region

Statewide special populations:

- Incarcerated individuals in state corrections/prisons
- People with disabilities
- Homeless individuals
- Other special populations
Funding match requirement

Applicants will be required to match proposed federal AEFLA funding at a minimum level of 1:1 from a stable, ongoing source.

Examples of sustainable matching funds:

- State ABE funding,
- Organizational or foundation funding,
- Local funding, or
- Other funding.

Higher scores will be given to entities that can dedicate proportionately higher amounts of funding for ABE activities.
Application Recommendations

• Application narratives should not be longer than 30 pages
• Balance articulation and brevity
• Use tables, bullets and other tools to make it more easily readable
• Cite answers in other sections to partially answer questions
• Every question will be evaluated as a whole and scored for each requirement
• Make sure each question is answered fully
Describe your:

A. Geographic area of service or statewide special population

B. Brief overview of services, student population and key initiatives or partnerships
Describe the:

A. Specific data about the targeted population(s), noting how the program intends to serve those most in need, including individuals with low literacy and English language learners
   - Census Data
   - School District Data
   - Other?

B. Evidence of need for English acquisition and civics education and how you intend to meet the need
Section 3 (A): Provider Educational Capacity

Describe the:

A. Evidence of past effectiveness and current capacity in improving literacy skills and outcomes for eligible adults (including English language learners, individuals with low levels of literacy, and adults with disabilities)

– Educational level gains
– Educational outcomes
– Diploma attainment
– Postsecondary placement
– Certificate completion
– Job placement
– Other indicators?
Section 3 (B-C): Provider Educational Capacity

Describe the:

B. Indication of how staff meet minimal state qualifications (licensure, training and certification)
   – Licensure
   – ABE Foundations
   – Distance Learning 101
   – Other training or certification?

C. Evidence that staff have access to high quality professional development (PD)
   – Within the ABE field
   – Other forms of PD?
Section 4 (A-B): Educational Quality

Describe the:

A. Overview of proposed activities and services
   – Align to 8 WIOA activities
   – Summary of programming and schedules

B. Providing sufficient intensity and quality to allow students to make substantial learning gains
   – Hours per week available for students at each site realistically
   – Minimum hours expected of students
   – Examples and evidence that these levels are sufficient
What are adult education and literacy programs, activities and services?

Federal Regulations Citation: CFR §463.30
Adult Education and Literacy Programs, Activities and Services include:

1. Adult education,
2. Literacy,
3. Workplace adult education and literacy activities,
4. Family literacy activities,
5. English language acquisition activities,
6. Integrated English literacy and civics education,
7. Workforce preparation activities, or
8. Integrated education and training.
WORKFORCE PREPARATION ACTIVITIES

• Activities, programs, or services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills.

• Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment.

Connections with ACES Transitions Integration Framework
Service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training that targets training for a specific occupation or cluster that assist adults in their educational and career advancement
Integrated Education and Training (IET)

• CLASP Resource: Integrated Education and Training: Model Programs for Building Career pathways for Participants at Every Skill Level

• Minnesota has been developing IET models for several years through bridge programming, FastTRAC, Pathways to Prosperity and other models

• IET program models can support vision and goals of state and local workforce plans
Integrated Education and Training (IET) must be part of a Career Pathway

Career Pathways (Sec. 3(7)) is a combination of rigorous and high-quality education, training and other services that:

A. Aligns with skill needs of the state’s or regional industries,

B. Prepares an individual to be successful in a range of sec. or post-sec. education,

C. Includes counseling to support an individual’s education and career goals,

D. Includes education offered concurrently and contextually with workforce preparation and training in a specific occupation or cluster,

E. Organizes education, training and other services to meet and accelerate an individual’s educational and career advancement,

F. Enables an individual to attain a secondary school diploma or its recognized equivalent, and

G. Helps an individual enter or advance within specific occupation or occupational cluster.
Describe the:

C. Align to best practices derived from the most rigorous research available and appropriate

D. Use instructional practices that align with the essential components of reading instruction

Examples could include:
- CCRS
- ACES
- Northstar Digital Literacy
- STAR
- Other?
Describe the:

E. Integration of each of the state ABE content standards
   - CCRS
   - ACES
   - Northstar Digital Literacy

Evidence needs to include:

1. Staff training
2. A content standards implementation plan
3. Evidence of integration of each into instruction and curriculum
Section 5 (A-B): Collaboration and Contextualization

Describe the:

A. Evidence of alignment to needs in local and regional plan

B. Evidence of alignment with one-stop partners

Examples:

– Aligned career pathway programming to priority sectors
– Concurrent enrollment promotion with WIOA Title I and other programs
– Other?
Section 5 (C-D): Collaboration and Contextualization

Describe the:

C. Description of contextualized ABE instruction and activities to build skills to complete postsecondary education, training, employment, etc.

D. Description of the organization’s career pathway programming (past and ongoing)

Examples:

- ACES TIF skills integration into curriculum
- Sector- and career-specific skills, curriculum and resources
- IET programming
- Other?
Section 5 (E): Collaboration and Contextualization

Describe the:

E. Programming through coordination and collaboration with other organizations

Examples:
- Organizational members of consortium
- Educational (K-12, postsecondary, other)
- Workforce (one-stops, local workforce development boards, training institutions, other?)
- Human Services (community-based organizations, nonprofits, MFIP, SNAP E & T, other?)
- Industry (business, labor, other?)
- Other?
Who Are the One-Stop Partners?

- Adult, Dislocated Worker, and Youth programs
- Adult Education and Literacy Programs
- Wagner-Peyser Program
- Vocational Rehabilitation Program
- Temporary Assistance for Needy Families
- Trade Adjustment Assistance Programs
- Unemployment Compensation programs;
- Career and Technical Postsecondary Education
- Veterans
Who Are the One-Stop Partners?

- Job Corps
- YouthBuild
- Native American programs
- Migrant and Seasonal Farmworker programs
- Community Services Block Grant
- Housing and Urban Development
- Reintegration of Ex-offenders
- Social Security Act (Title IV)
- Senior Community Service Employment Program
Roles and responsibilities 20 CFR 678.420
Each Required Partner Must…

(a) Provide access to its programs or activities through the one-stop delivery system, in addition to other appropriate locations
(b) Use a portion of funds made available to the partner’s program, to the extent consistent with the Federal law authorizing the partner’s program and with Federal cost principles in 2 CFR parts 200 and 2900 (requiring, among other things, that costs are allowable, reasonable, necessary, and allocable), to:

- Provide applicable career services; and
- Work collaboratively with the State and Local WDBs to establish and maintain the one-stop delivery system, which includes jointly funding the one-stop infrastructure through partner contributions.
Roles and responsibilities 20 CFR 678.420
Each Required Partner Must…

(c) Enter into an MOU with the Local WDB relating to the operation of the one-stop delivery system that meets the requirements of Sec. 678.500(b);
(d) Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements; and
(e) Provide representation on the State and Local WDBs as required and participate in Board committees as needed.
In working with the one-stops, local workforce development boards, and other partners:

1. What are some effective collaborations that could be considered with one-stop centers?
2. How accurately or detailed are these collaborative efforts noted in our MOU’s?
3. What questions do we have?

Please enter thoughts into the chat function or click to raise your hand to ask your question over the phone.
Section 6 (A-B): Program Resources

Describe the:

A. Description of use of technology to enhance programming and increase quality of learning

B. Proposed schedule flexibility and coordination with support services

Examples:

- Northstar certification?
- Technology resources accessible on site?
- Distance learning and/or hybrid programming?
- Program schedule including day, evening and/or weekend programming?
- Other?
Section 6 (C-E): Program Resources

Describe the:

C. Use of state ABE database

D. Capacity to sustainably match federal funding

E. History of fiscal management procedures and audits

Examples:

- UFARS audits or organizational audit records?
- Record of passing government fiscal monitoring in the past?
Review 1A: Workforce Review Process

Workforce Development Board (WDB) feedback

- Applications will be distributed to WDBs after submission to MDE
- WDBs will have 3-4 weeks to read and provide feedback
- Feedback will be used by grant reviewers at in-person review sessions to inform funding recommendations

See draft feedback form
Official Grant Reviewer (OGRs)

- Regional review teams will include 3-4 local ABE staff from other regions, at least one state ABE staff, and one or two other representatives from partner entities.
- In preparation for the review, OGRs will be offered training and technical assistance from MDE.
- OGRs will have an estimated 4 weeks to read and score applications.
- During the week of April 10-14, OGRs will convene at MDE for an in-person group review at which they receive the local workforce development board application review feedback.
- In the group review, OGRs will discuss individual feedback, compare results, address questions and issues, and determine a collective score and rationale.
Review 2: Review Process

Official funding decisions will be made by Minnesota Department of Education in May 2017, informed by:

- WDB feedback and rating, and
- OGR recommendations and scores.
Please volunteer to review!

Grant reviewers needed!

• Request for reviewers will be sent in February 2017.
• Volunteer by sending an email to Cherie by March 13.

Requirements:

• Read and review all applications for a region and
• Come to the 1-day in-person session during the week of April 10
Accountability Expectations for ABE Programs
• Revised Terms
  – Measurable Skill Gain
• Eliminated Terms
  – Work-Based Project Learner (WBPL)
• New Terms
  – Individuals with Barriers to Employment
  – PoP
• New Tables
• Revised Tables

Terms and Tables
2 Types of Tables:

1. NRS Tables (for ABE only)
   a. Similar
   b. Different

2. Joint Tables (for all WIOA programs)
   a. New

See packet with WIOA Reporting Tables
Statewide Joint Reporting Template

• For reporting common WIOA performance measures

• Breaks out measures by sex, age, ethnicity and 11 categories of barriers or employment

• Aggregated performance outcomes broken out by 11 groups and by age, gender, race
  – Employment rate (second quarter)
  – Employment rate (fourth quarter)
  – Median earnings (second quarter)
  – Credential rate
  – Measurable Skill Gains rate
### Participants with Barriers to Employment Under WIOA

#### New Data Elements: Barriers to Employment

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaced homemakers</td>
</tr>
<tr>
<td>English language learners, low literacy levels, cultural barriers</td>
</tr>
<tr>
<td>Exhausting TANF within two years</td>
</tr>
<tr>
<td>Ex-offenders</td>
</tr>
<tr>
<td>Homeless/runaway youth</td>
</tr>
<tr>
<td>Long-term unemployed</td>
</tr>
<tr>
<td>Low income</td>
</tr>
<tr>
<td>Migrants and seasonal farmworkers</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
</tr>
<tr>
<td>Single parents</td>
</tr>
<tr>
<td>Youth in foster care/aged out of system</td>
</tr>
</tbody>
</table>
NRS Reporting Tables – Six Key Issues

1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators
Program Exit

• Program exit occurs when the participant has not received services for the past 90 days and *has no additional services scheduled*. The date of exit is the last date on which the participant receives services.

• However, the exit date service cannot be determined until *at least 90 days* have elapsed since the participant last received services.
Period of Participation (PoP)

• Every entry is counted as a period of participation, even if it occurs during the same program year.

• Participants with more than one program entry will have multiple periods of participation in a program year.

• Periods of Participation will be calculated as part of the reporting data extract.
Periods of Participation - Implications

Participants with **more than one** entry have multiple periods of participation in a program year.

Every period of participation is a **new service period** and treated as if the participant is a new participant (follow-up, MSG, etc).

A new intake process is required **for each period of participation**.
Measurable Skill Gains (MSG)

- **Five types** of gain to measure progress toward academic, technical or occupation credential, or employment across all WIOA Titles

- **Two types** apply to adult education:
  1. Educational functioning level (EFL) gain – 3 ways to document EFL gain
  2. Receipt of a secondary credential
Five Types of Measurable Skill Gains for WIOA

- Secondary or postsecondary transcript
- Educational functioning-level gain
- Progress toward milestones
- Passing technical/occupational knowledge–based exam
- Pre–post test
- Completion of Carnegie Units
- Program exit + entry into postsecondary education
# Counting Measurable Skill Gains

<table>
<thead>
<tr>
<th>Counting Measurable Skill Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>All participants are included for MSG for each period of participation.</td>
</tr>
<tr>
<td>Only one type of gain can be counted for each participant per period of participation, the last achieved.</td>
</tr>
<tr>
<td>Entry into postsecondary education is measured only after participant exits.</td>
</tr>
<tr>
<td>Receipt of secondary credential and entry into postsecondary education must occur by the end of the program year (June 30).</td>
</tr>
<tr>
<td>Participants in “adult high school” can complete Adult Basic Education (ABE) Level 5 by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status</td>
</tr>
</tbody>
</table>
# Measurable Skill Gains

## What’s New?

- **EFL gain is expanded to include postsecondary entry after exit for all participants.**
- **Receipt of a secondary diploma counts as type of gain for any participant.**
- **Entry into postsecondary and receipt of a secondary diploma counted until the end of the program year (June 30).**
- **Only one type of gain can count per period of participation.**

## What’s Not?

- Pre- and posttesting, and assessment procedures and policy, remain the same.
Credential Attainment Indicator

• Two components of Credential Attainment Indicator:
  1. Secondary credential attainment
  2. Postsecondary credential attainment

• Percentage of participants who obtain a secondary school diploma or recognized equivalent or a recognized postsecondary credential, while enrolled or within one year of exit
Credential Attainment Indicator Key Details

But:

• A participant who has attained a secondary school diploma for the Credential Attainment Indicator is counted only if the participant is employed or enrolled in a postsecondary education or training program within one year of exit.
The secondary credential component of the Credential Attainment Indicator is limited to participants who:

- 1. **Did not** previously possess a high school equivalency and either:
   - entered at or above the 9th grade level;
   
   or
   
   - advanced to the 9th grade or higher level during a period of participation;

   and

- 2. **Exited** from the secondary education program by the end of the program year.
Credential Attainment Indicator: Postsecondary Credential

The postsecondary education component of the Credential Attainment Indicator is limited to participants who

- were enrolled in a postsecondary education or training program, including an integrated education and training (IET) program;
- and exited from the postsecondary education or training program.
Questions: Accountability

1. How will you help your staff understand and implement new accountability requirements under WIOA?

2. What technical assistance or additional training will you need?

Responses can be entered into chat or click to raise your hand and we can call on you.
IEL/Civics Competitive Grants (WIOA Section 243)
Integrated English Literacy and Civics Education under IEL/Civics funding

(c) GOAL.—Each program that receives funding under this section shall be designed to—

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(2) integrate with the local workforce development system and its functions to carry out the activities of the program.
Integrated English Literacy and Civics Education under IEL/Civics funding

- The goal is to have the RFP available April 1\textsuperscript{st}.

- There will be a session on this at the Language and Literacy conference.

- Additional resources will be made available
Due June 1, 2017

Minimal number of tables (similar to last year) but programs need to enter data into database monthly!

Workshops:
- North Regional Session (April 27 in Grand Rapids)
- South Regional Session (April 21 in Mankato)
- Metro Special Session (April 18, MDE, 9:30-11:30am)
Pending Federal Approval

The federal ABE provider and IEL/Civics competitive grant applications need full federal approval and may be revised based on their guidance.
Final Questions

The recording, PowerPoint and handouts will be posted on the MNABE website (under State ABE Presentations).
Federal Competitive Adult Basic Education (ABE) Provider Grant Webinar

Thank You!

Next Web Chat:
Wednesday, May 10, 2017
1:00-2:15pm