Federal Competitive Adult Basic Education (ABE) Provider Grant Workshop

Fall 2016 – Winter 2017

Minnesota Department of Education

Welcome! As you arrive…

1. **Write down and turn in any questions you have for today. (1 question per post-it)**

2. **Sit by WIOA competitive region according to which your organization is intending to apply:**
   - **Central MN**
   - **Metro Area (East)**
   - **Metro Area (West)**
   - **Northeast MN**
   - **Northwest MN**
   - **Southeast MN**
   - **Southwest MN**
   - **Statewide Special Population**

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Warming Up and Introductions

Federal Competitive Adult Basic Education (ABE) Provider Grant Workshop

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**

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Today's Agenda

- **Creating a WIOA-Aligned Systems**: Understanding and implementing WIOA at federal, state and local levels

- **Accountability Expectations for ABE Programs**: Exploring our new performance measures for ABE students, programs and states

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

- **ABE System Updates**: Ensuring that all ABE practitioners know what's new with transitions, GED, standard diploma, and professional development

Creating a Workforce Innovation and Opportunity Act (WIOA) Aligned ABE System

WIOA's 5 Titles

Law Title (Section)	Name	Program/Activities	Who oversees in Minnesota
Title I (Subtitle A)	Workforce Development Activities (System Alignment)	All WIOA Programs	DEED and MDE
Title I (Subtitle B)	Workforce Development Activities (Workforce Activities and Providers)	Adult, Youth, and Dislocated Worker Programs	DEED
Title II	**Adult Education and Family Literacy Act (AEFLA)**	**Adult Basic Education**	**MDE**
Title III	Wagner-Peysar Act	Workforce Centers (One-Stops)	DEED
Title IV	Rehabilitation Act	Vocational Rehabilitation (VR)	DEED
Title V	General Provisions	All WIOA Programs	DEED and MDE

Defining "Adult Education"

Academic instruction and education services below the postsecondary level that increase an individual's ability to:

- Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

- Transition to postsecondary education and training; AND

- Obtain employment.

Source: WIOA Section 203

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3 Types of Federal ABE Grant Funding

1. **WIOA Section 231** (Local AEFLA providers)
2. **WIOA Section 225** (Local AEFLA providers serving students in corrections)
3. **WIOA Section 243** (Local Integrated English Literacy and Civics, IEL/Civics, providers)

- Competitive grant processes for WIOA Section 231 and 225 will be combined.

- Grants for WIOA Section 243 will be competed separately.

Federal Regulations Citation: CFR §463.30

What are adult education and literacy programs, activities and services?

Adult Education and Literacy Programs, Activities and Services include:

a) Adult education,

b) Literacy,

c) Workplace adult education and literacy activities,

d) Family literacy activities,

e) English language acquisition activities,

f) Integrated English literacy and civics education,

g) Workforce preparation activities, or

h) Integrated education and training.

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Federal Regulations Citation: CFR §463.31

What is an English language acquisition program?

English Language Acquisition Program

A **program** of instruction—

(a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, <u>and</u> comprehension of the English language; <u>and</u>

(b) That <u>leads to</u>—

(i) Both: (1) Attainment of a **secondary school diploma** or its recognized equivalent; <u>and</u> (2) **Transition** to postsecondary education and training; <u>or</u>

(ii) **Employment**.

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Acronym Fever!

- **ELL**: English language learner [a type of eligible individual defined in WIOA]
- **ELA**: English language acquisition [a particular adult education and literacy activity under WIOA]
- **ESL**: English as a Second Language [a set of educational functioning levels used for ELLs]
- **ELP**: English Language Proficiency [a set of supporting standards for instruction for ELLs]

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Federal Regulations Citation: CFR §463.32

How does a program that is intended to be an English language acquisition program meet the requirement that the program lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?

Three Options

(a) Have implemented State adult education content standards that are aligned with State-adopted challenging academic content standards, as adopted under the Elementary and Secondary Education Act of 1965, as amended (ESEA) as described in the State's Unified or Combined State Plan and as evidenced by the use of a State or local curriculum, lesson plans, or instructional materials that are aligned with the State adult education content standards; or

Three Options (cont.)

(b) **Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; or**

(c) **Be part of a career pathway.**

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

18

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION
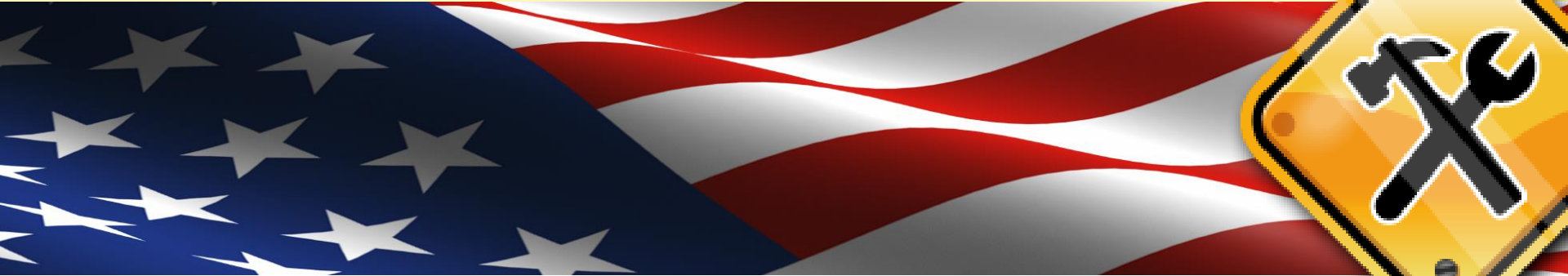
Provides instruction in:

1. **Literacy and English language acquisition**,
2. **Civic** participation and the rights and responsibilities of citizens,
3. **Workforce preparation** and
4. **Workforce training**

- Activities must be provided in combination with IET activities
- Focuses program design and goal on preparing adults for employment in in-demand industries and in coordination with local workforce system
- *More later today*

19

INTEGRATED EDUCATION AND TRAINING

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

20

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**

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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.

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ABE Content Standards

"Leading for educational excellence and equity. Every day for every one."
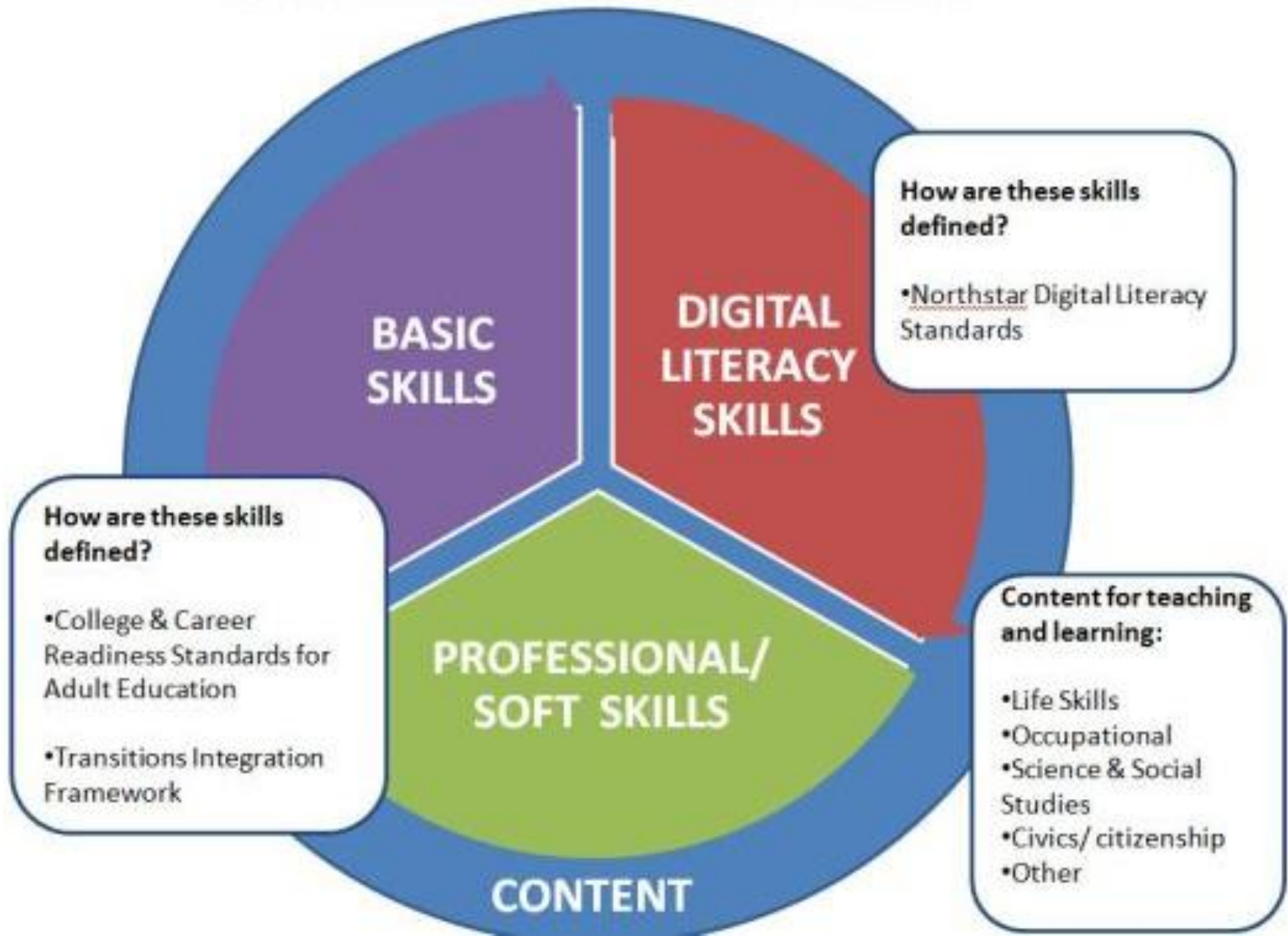
WIOA & Content Standards

- **The reauthorization of the Workforce Innovation and Opportunity Act (WIOA) requires ABE to align to the CCRS and state K-12 standards.**

- **National Reporting System (NRS) levels for ABE have been aligned to the CCRS & the ESL levels are in the process of being aligned.**

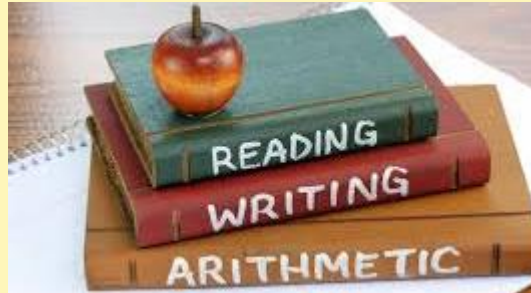- **Future approved NRS assessments will be aligned to the CCRS.**

Content standards…

- **Describe what students should know and be able to do upon successful completion of an instructional program.**

- **Provide the foundation for designing curricula, instruction, and assessment.**

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Minnesota ABE Content Standards

BASIC SKILLS

DIGITAL LITERACY SKILLS

PROFESSIONAL/ SOFT SKILLS

CONTENT

How are these skills defined?

•Northstar Digital Literacy Standards

How are these skills defined?

•College & Career Readiness Standards for Adult Education

•Transitions Integration Framework

Content for teaching and learning:

•Life Skills
•Occupational
•Science & Social Studies
•Civics/ citizenship
•Other

Detailing MN ABE Content Standards

Basic Skills
CCRS

Transitions Skills
ACES TIF

Digital Literacy Skills
Northstar

Adult learners need basic academic, professional and digital literacy skills in order to succeed and thrive in post secondary education, the workplace and their communities.

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Students in Corrections

Corrections (WIOA Section 225) programming will be funded in 2 ways:

1. **County and Local Jails/Facilities**
   a. **Part of Local ABE programs and apply in geographic region**

2. **State Prisons/Facilities**
   a. **Part of a statewide special population region**

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Regional Approach

Federal ABE Provider Competitive Grant Application Regions integrate:

- **School District boundaries**
- **WIOA Regions for Workforce Service Areas**
- **Previous ABE Regional Transitions Plans**

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Local and Regional WIOA Plans

All MN Local and Regional Plans

- Revised local plans were due October

- Revised regional plans due early 2017

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WIOA Local and Regional Plan Deadlines Update

Due to the equity legislation and deadlines for making these grant funds available, local and regional plan approvals has been pushed back.

- **Review of the modified local plans should begin within 2 weeks.**

- **Regional planning resubmission will occur sometime during the first quarter of 2017.**

WIOA Plans

3 Types of Plans to Consult

- **State** WIOA Plan
- **Regional** WIOA Plans
- **Local** WIOA Plans

Discuss

1. **Where can you find these online?**
2. **How did you help develop or evaluate these plans?**
3. **What do you know about the plans?**
4. **How do you plan to collaborate with these plans?**

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VISION

❖ **Comprehensive service delivery**

❖ **Access to services of all required partners**

❖ **Leveraging resources**

Better meeting the needs of customers with barriers to employment

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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

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Roles and responsibilities 20 CFR 678.420 Each Required Partner Must… (1)

(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… (2)

(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.

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Branding

§ 361.900 What is the common identifier to be used by each one-stop delivery system? (a) The common one-stop delivery system identifier is "American Job Center." (b) As of July 1, 2016, each one-stop delivery system must include the "American Job Center" identifier or "a proud partner of the American Job Center network" on all products, programs, activities, services, facilities, and related property and materials used in the one-stop system. (c) One-stop partners, States or local areas may use additional identifiers on their products, programs, activities, services, facilities, and related property and materials.

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Discussion: Collaborations

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?

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Transitions Updates

Transitions Updates / Announcements

- **The next Better Together Event (Libraries, Workforce, and ABE) is tentatively scheduled for May 15th**

- **Adult Basic Education map has been updated to include Perkins Consortia**

Minnesota Career Information System

There are 12 programs currently using MCIS:

- **South Suburban ABE**
- **Southeast ABE**
- **Rave Cedar Valley Learning Center ABE**
- **Rochester ABE**
- **Winona ABE**
- **Faribault County ABE**
- **Glacial Lakes ABE**
- **Granite Falls ABE**
- **LeSueur ABE**
- **Mankato ABE**
- **Marshall ABE**

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Navigating and Advising Support Services Grants

Awardees:

St. Paul Community Literacy Consortium

Southwest ABE

Mankato Area ABE

Southeast ABE & Hiawatha Valley ABE

Adult Academic Program of Robbinsdale

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Accountability Expectations for ABE Programs

Terms and Tables

- **Revised Terms**
  - **Measurable Skill Gain**
- **Eliminated Terms**
  - **Work-Based Project Learner (WBPL)**
- **New Terms**
  - **Individuals with Barriers to Employment**
  - **PoP**
- **New Tables**
- **Revised Tables**

WIOA Performance Reporting

Uniform accountability under all WIOA Titles:

- **Data definitions, measures and reporting**

- **Two reporting mechanisms**

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WIOA Reports

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**

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Participants with Barriers to Employment Under WIOA

New Data Elements: Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting TANF within two years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system

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Discussion:
Individuals with Barriers to Employment

1. Which characteristics are you not currently reliably collecting?

2. Which characteristics are the most difficult to obtain at intake?

3. What ideas do you have to describe these to and/or obtain these from adult students for accurate reporting?

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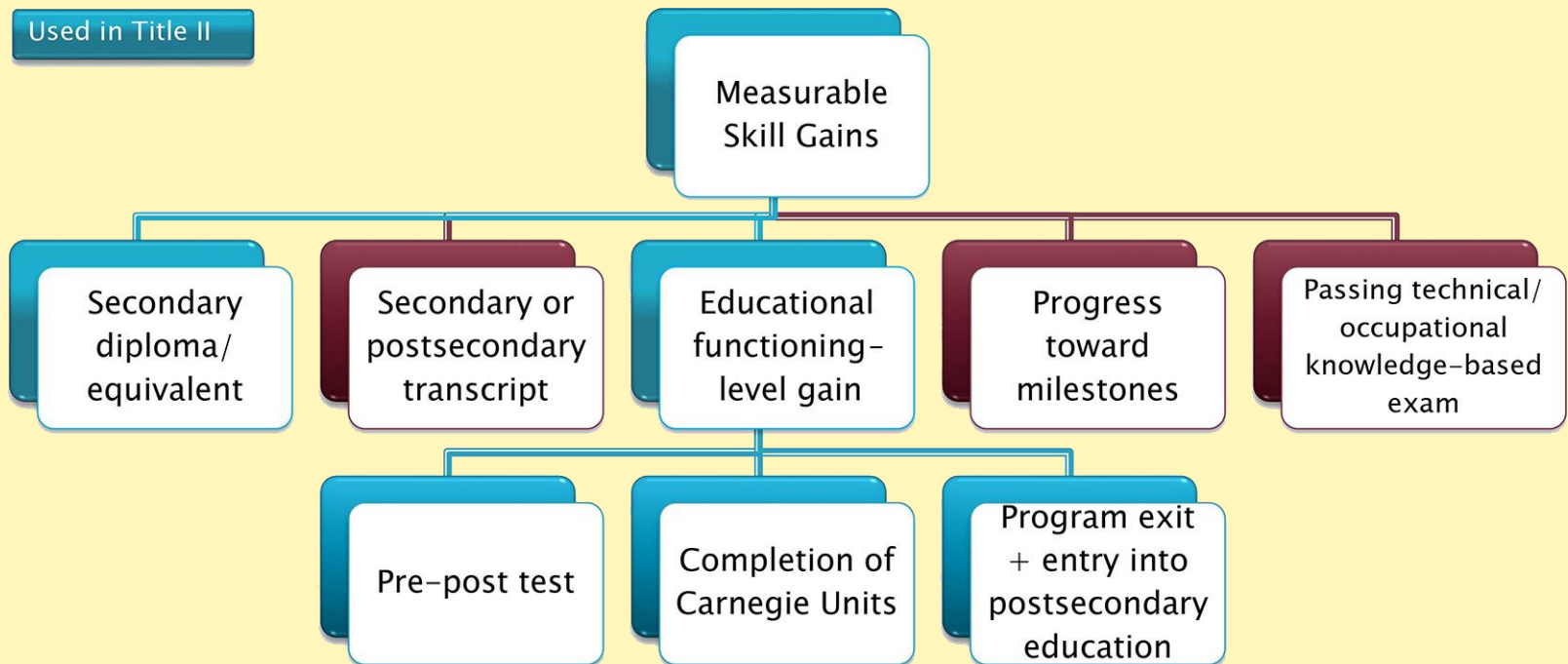
1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators

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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.**

53

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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.**

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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**

5
5

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Six Key Issues (4)

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

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Measurable Skill Gains (MSG)

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

- **<u>Two types</u> apply to adult education:**

  1. **Educational functioning level (EFL) gain – 3 ways to document EFL gain**

  2. **Receipt of a secondary credential**

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Five Types of Measurable Skill Gains for WIOA

Used in Title II

Measurable Skill Gains

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

58

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Counting Measurable Skill Gains

Counting Measurable Skill Gains
All participants are included for MSG for each period of participation.
Only one type of gain can be counted for each participant per period of participation, the last achieved.
Entry into postsecondary education is measured only after participant exits.
Receipt of secondary credential and entry into postsecondary education must occur by the end of the program year (June 30).
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

Measurable Skill Gains

What's New?	What's Not?
EFL gain is expanded to include postsecondary entry after exit for all participants.	Pre– and posttesting, and assessment procedures and policy, remain the same.
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	

Six Key Issues (5)

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

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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 <u>or</u> a recognized postsecondary credential, while enrolled or within one year of exit**

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Credential Attainment Indicator Key Details

But:

- **A participant who has attained a secondary school diploma for the Credential Attainment Indicator is counted <u>only</u> if the participant is <u>employed or enrolled in a postsecondary education or training program within one year of exit</u>**

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Credential Attainment Indicator: Secondary Credential

The secondary credential component of the Credential Attainment Indicator is limited to participants who:

- **1. <u>Did not</u> 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;

<u>and</u>

- **2. <u>Exited</u> from the secondary education program by the end of the program year.**

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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.**

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Table 1. Participants, by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Level 1															0
ABE Level 2															0
ABE Level 3															0
ABE Level 4															0
ABE Level 5															0
ABE Level 6															0
ESL Level 1															0
ESL Level 2															0
ESL Level 3															0
ESL Level 4															0
ESL Level 5															0
ESL Level 6															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Table 2. Participants, by Age, Ethnicity, and Sex: Changes

Age Group	American Indian or Alaska Native		Asian		Black or African-American		Hisp... La...
	Male	Female	Male	Female	Male	Female	Male
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
16-18							
19-24							
25-44							
45-54							
55-59							
60+							
Total	0	0	0	0	0	0	0

Formerly combined into one category "45–59"

67

Table 3. Participants, by Program Type and Age: New Categories

Formerly combined into one category "45–59"
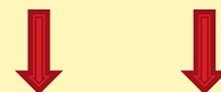
Program Type	16-18	19-24	25-44	45-54	55-59	60+	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Adult Basic Education	1	2	3	3	4	5	18
Integrated Education and Training Program ← Additional reporting category					1	1	6
Adult Secondary Education	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
English Language Acquisition	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
Integrated English Literacy and Civics Education (Sec. 243)	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
Total	7	8	9	9	10	11	54

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Period of Participation Reporting: Example for Table 4

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation With Measurable Skill Gains (J)	Percentage of Periods of Participation With Measurable Skill Gains (K)
ABE Level 1	100	4000	38	12	20	30	50%	110	52	47%
ABE total										
ESL Level 4	200	20000	100	20	40	40	60%	220	125	57%
ESL total										
Grand total	300	24000	138	32	60	70	57%	330	177	54%

69

Table 4b. EFL and Attendance, by Pre- and Posttested Participants

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	3	1200	1	1	1	33.33%
ABE Level 2	0					0.00%
ABE Level 3	0					0.00%
ABE Level 4	0					0.00%
ABE Level 5	0					0.00%
ABE Total	3	1200	1	1	1	33.33%
ESL Level 1	0					0.00%
ESL Level 2	0					0.00%
ESL Level 3	0					0.00%
ESL Level 4	0					0.00%
ESL Level 5	0					0.00%
ESL Level 6	0					0.00%
ABE Total	0	0	0	0	0	0.00%
Total	3	1200	1	1	1	33.33%

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Period of Participation Reporting: Example for Table 5

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	100	46	46%	110	48	44%

71

NRS Table 5. Coverage Dates for Annual Report

| | | | | Periods of Participation | | |
| Core Follow–Up Outcome Measures | Number of Participants Who Exited | Number of Participants Who Exited Achieving Outcome or Median Earnings Value | Percent Achieving Outcome | Total Periods of Participation | Number of Periods of Participation Achieving Outcome or Median Earnings Value | Percent of Periods of Participation Achieving Outcome |
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	Full Prior Program Year					
Employment Fourth Quarter after exit	Jan 1–Dec 31 of (Current Year—2)					
Median Earnings Second Quarter after exit	Full Prior Program Year					
Attained a Secondary School Diploma/ Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	Jan 1–Dec 31 of (Current Year—2)					
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	Jan 1–Dec 31 of (Current Year—2)					
Attained a Postsecondary Credential while enrolled or within one year of exit	Jan 1–Dec 31 of (Current Year—2)					

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Summary: Who to Track After Exit

Employment Measures
- All participants

Median Earnings
- Participants employed in second quarter after exit

Credential Measure: Secondary
- Participants at 9th grade or above
- Did not already have a credential

Credential Measure: Postsecondary
- Participants co-enrolled in postsecondary education, including IET

73

Minnesota Department of
Education

Table 6. Participant Status and Program Enrollment: What's New

New employment status option.

Disabled, on public assistance, and living in rural areas dropped.

Homeless and work-based project learner dropped

Optional secondary status categories dropped.

Participant Status at Program Entry (A)	Number (B)
Employed	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	
Unemployed	
Not in the Labor Force	
Program Type*	
In Family Literacy Program	
In Workplace Adult Education and Literacy Activities****	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
TOTAL Institutional	

74

Table 6. Participant Status and Program Enrollment: What's New (continued)

Highest Degree or Level of School Completed ***	U.S.-Based Schooling	Non-U.S.-Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
TOTAL (both US Based and Non-US Based)		

Table 8. Outcomes for Adults in Family Literacy Programs (Optional)

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain			0.00%			0.00%
Employment Second Quarter after exit			0.00%			0.00%
Employment Fourth Quarter after exit			0.00%			0.00%
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.00%			0.00%
Attained a Secondary						

Table 9. Secondary Outcome Measures (Optional)

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Left Public Assistance	3	2	66.67%
Achieved Citizenship Skills	66	23	34.85%
Increased Involvement in Children's Education*			0.00%
Increased Involvement in Children's Literacy Activities*			0.00%
Voted or Registered to Vote			0.00%
Increased Involvement in Community Activities			0.00%

Table 9: What's New

Identical to former Table 11 but
Eliminates work-based project learner category.

Table 10. Outcome Achievement for Adults in Correctional Education Programs

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(E)	(F)	(G)	(J)	(K)
Measurable Skill Gain			0.00%			0.00%
Employment Second Quarter after exit			0.00%			0.00%
Employment Fourth Quarter after exit			0.00%			0.00%
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.00%			0.00%
Attained a Secondary School						

Table 14: What's New

Column added for EL Civic providers

Provider Agency	Total Number of Providers	Total Number of EL/ Civics Providers	Total Number of Sub-Recipients	WIOA Funding		State Funding	
				Total	% of Total	Total	% of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Local Education Agencies	10	0	0	$2,000,324	4.89%	$7,854,665	38.25%
Public or Private Nonprofit Agency							
Community-based Organizations	5	0	4	$22,000,456	53.82%	$6,548,654	31.89%

Discussion: Accountability

In program teams:

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?*

Adult Secondary Credentials

2016 Minnesota GED Testing Numbers
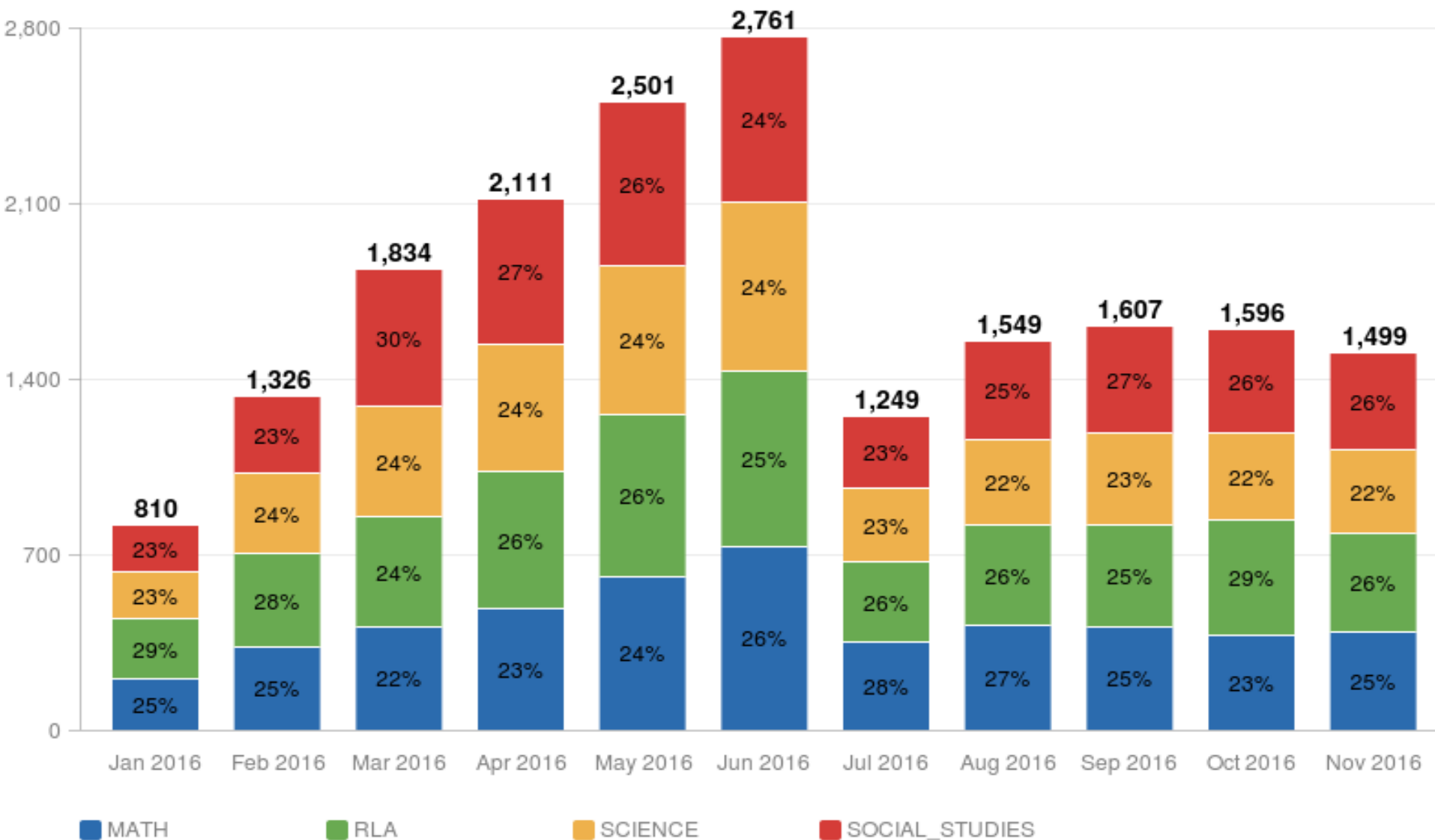
Minnesota GED Graduates

Year	GED Graduates in Minnesota
2014	793
2015	1,764
2016 *(as of December 6)*	2,991

Minnesota Department of
Education

GED: College Ready and College Ready+Credit Scores

Discussions started between:

- **GED Testing Service**
- **Minnesota Department of Education (MDE)**
- **Minnesota State (MnSCU)**

Moving to note these score distinctions on Minnesota GED transcripts

Minnesota Department of
Education

How long will the GED be free in MN?

- **The first test in each subject continues to be free.**

- **Use code "MNGED30"**

- **Currently used between half and 2/3 of subsidy.**

- **At current rates, the free GED subsidy will end around February 2017.**

Minnesota Department of
Education

Standard Adult Diploma Updates

24 consortia currently offering Standard Adult High School Diploma, 3 more in training.

161 Standard Adult Diplomas have been awarded since Fall 2015 (75 of those at DOC Faribault).

21 portfolios currently awaiting review.

Minnesota Department of
Education

Lunch
We will reconvene at 1:00pm

Professional Development

Professional Development Updates

Astrid Liden

ABE Professional Development Specialist

Minnesota Department of
Education

"Leading for educational excellence and equity. Every day for every one."

Transitions PD

- **Transitions PD Advisory Group**
- **ACES check-in webinar – March 2, 1:30-3:00**
- **Career-focused Contextualized Instruction PD (CCI) starting in January**
- **Adult Career Pathway PD in development for FY18 – stay tuned for more info!**

Minnesota Department of
Education

Distance Learning

- **December 9, 1-4 p.m.: Introductory webinar (required to receive administrative account)**

- **December 19, 1-4 p.m.: Advanced webinar**

Register at [ATLAS](http://atlasabe.org/calendar-of-events) (http://atlasabe.org/calendar-of-events)

Minnesota Department of Education

Language & Literacy Institute
January 26-27, 2017

- **CCRS Foundations for ELA:** *Full day session on Thursday, January 26*
- **Increasing the rigor of adult ESL**
- **New ELP Standards**
- **Digital literacy for lower levels**
- **All-STAR reunion**
- **Close reading**
- **CCRS (sessions on Speaking & Listening, Reading, Writing)**
- **IEL civics**

- **Pronunciation**
- **Edmentum PLATO**
- **Burlington English**
- **Phonics**
- **Argument writing**
- **Teaching literacy through career pathways contexts**
- **Refugee resettlement**
- **Low-literacy ESL**

Minnesota Department of
Education

1-room schoolhouse webinar

- **Wednesday, February 15, 2:00-3:30 p.m.**
- **More info & registration to come in January!**

Minnesota Department of
Education

ESL Study Circles

- **Pronunciation study circle:**
  - **Fri. Jan. 6, Fri. Jan. 20, Fri. Feb. 10 (1:00-4:00 pm)**

- **Low-Literacy Adult ESL Study Circle I**
  - **Wed. Mar. 8, Wed. Mar. 22, Wed. Apr. 12 (1:00-4:00 pm)**

- **Integrating Language & Numeracy study circle:**
  - **Fri. Mar. 24, Fri. April 7, Fri. April 21 (1:30-4:30 pm)**

Spring Regionals

- **Metro: March 10, St. Paul**
- **South: April 21, Mankato**
- **North: April 27-28, Grand Rapids**

More info & registration will be available at [ATLAS](http://atlasabe.org/calendar-of-events) (http://atlasabe.org/calendar-of-events)

Minnesota Department of
Education

Math Institute
May 4-5, 2017

- **May 4: CCRS Math Foundations – full day**
- **May 5: Math Institute – focus on CCRS math content**

Minnesota Department of
Education

ProLiteracy Conference

- **September 27-30, 2017**

- **Radisson Blu Mall of America, Bloomington**

- **Proposals due by January 13, 2017**

- **Minnesota Literacy Council will likely be hosting a Volunteer Management pre-conference**

- **More info at ProLiteracy: (www.proliteracy.org)**

Adult Career Pathway Resource Library

Minnesota Department of
Education

ESL Pro Resource Materials

Three suites of materials:

1. **Meeting the Language Needs of Today's Adult English Language Learner**

2. **Integrating Digital Literacy into English Language Instruction**

3. **Preparing English Learners for Work and Career Pathways**

LINCS ESL Pro

(https://lincs.ed.gov/programs/eslpro)

Minnesota Department of Education

PD Survey

- **NO statewide PD survey this year**
- **Will resume in January 2018**

Minnesota Department of
Education

Content Standards Professional Development

Minnesota Department of
Education

College & Career Readiness Standards (CCRS) Goals for 2016-17

- **Teachers & administrators will be able to articulate the benefits of standards-based education**

- **Teachers & administrators will be able to articulate & provide examples of the key instructional shifts in ELA and Math CCRS**

- **Teachers will be able to make instructional decisions using the key instructional shifts in ELA and Math CCRS and the Standards for Mathematical Practice, as appropriate to their teaching assignment**

- **Teachers will be able to access the ELA and Math Standards for CCRS levels of the students they teach and summarize the key content of those levels**

Minnesota Department of
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CCRS Training Sequence

Part I

CCRS Foundations

Part II

Instructional Planning & Classroom Practice

- **ELA** shifts: Text complexity, Evidence, Knowledge
- **Math** shifts: Focus, Coherence, Rigor
- 8 Math Practices

- Aligning Resources
- Aligning Lessons
- Aligning Student Tasks
- Observing Standards-Based Lessons

Options for receiving this training:
- Summer Institute pre-conference, 1 full day
- ELA: Language & Literacy Institute
- Math: Math Institute
- CCRS Foundations online course

Options for receiving this training:
- Annual CCRS Implementation Cohort:
    Two 2-day institutes (1 fall, 1 winter), kickoff & wrap up webinars, implementation tasks between meetings
    Prerequisite: Part I, CCRS Foundations for ELA <u>or</u> Math
- After 2017: Individual training modules (workshop + follow-up) for training components

Minnesota Department of

Education

CCRS PD for 2016-2017
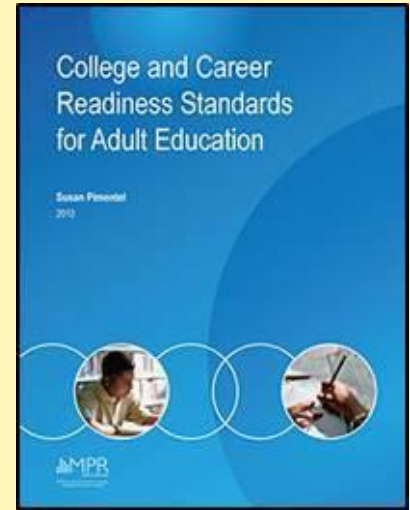
- **CCRS Foundations**
  - ELA Foundations at Language & Literacy Institute
  - Math Foundations at Math Institute
  - CCRS Foundations Online Course
- **CCRS workshops at conferences & regionals**
- **CCRS Implementation Cohort**
- **Booster training & ongoing support for Adult Diploma Programs**

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013

MPR

Minnesota Department of
Education

CCRS Foundations Online Course Available!
[MLC online courses](http://online.theMLC.org) (http://online.theMLC.org)
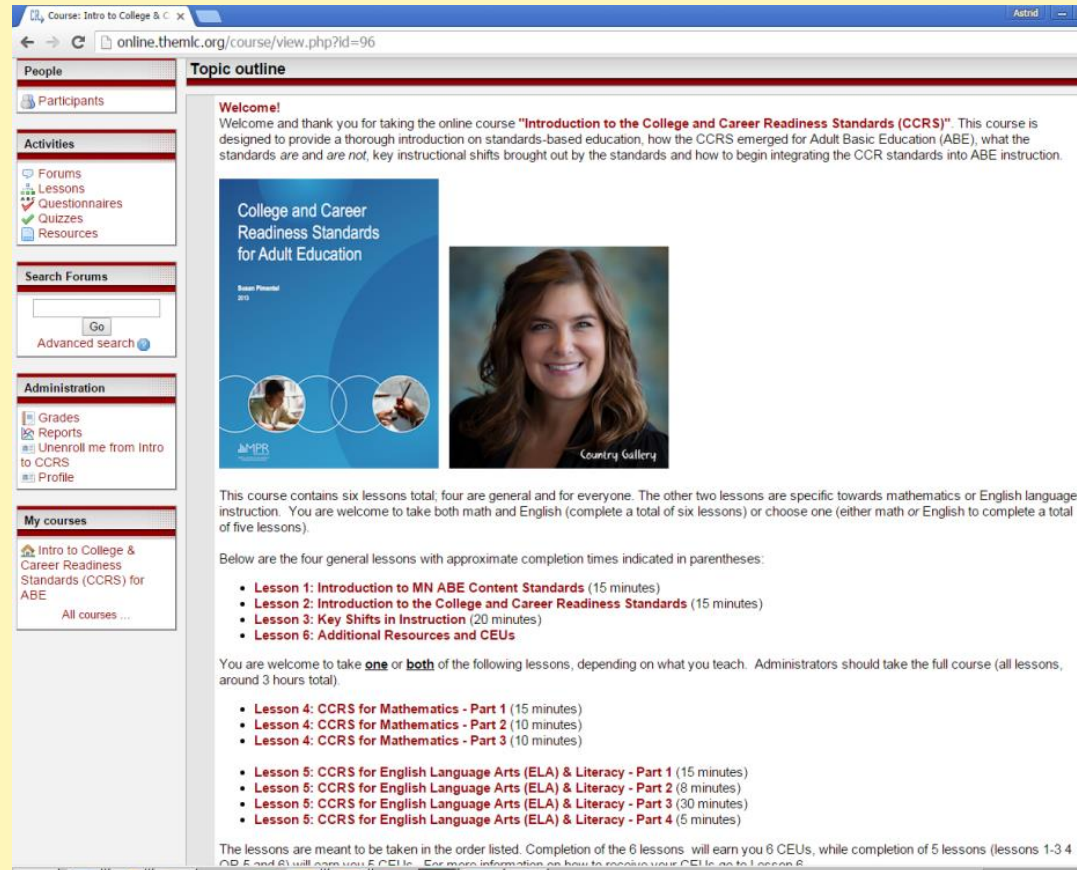
Content:
- Introduction to MN ABE Content Standards
- Introduction to the College and Career Readiness Standards
- Key Shifts in Instruction
- CCRS for Mathematics
- CCRS for English Language Arts (ELA) & Literacy
- Additional Resources

Delivery:
- Online & self-paced
- 5-6 CEUs upon completion, depending on your needs

Minnesota Department of
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CCRS Implementation Cohort

FY17 Cohort

- **14 participating programs**
- **Key activities:**
  - **Aligning instruction & resources to the CCRS**
  - **Developing a program CCRS implementation plan**

FY18 Cohort:

- **Application available by April 17, due June 9**
- **Requirement for new Standard Adult Diploma Programs**

CCRS Math Practices in Practice!

- **Series of 8 15-min. webcasts**
- **Each offers:**
  - **an explanation of the highlighted Practice**
  - **facilitation questions to ask students**
  - **sample activities at multiple levels**
  - **classroom videos that demonstrate the Practice**
- **Viewing guide**
- **Available at ATLAS** (http://atlasabe.org/resources/mni-toolkit/math-practices/mathematical-practice-webcast-series)
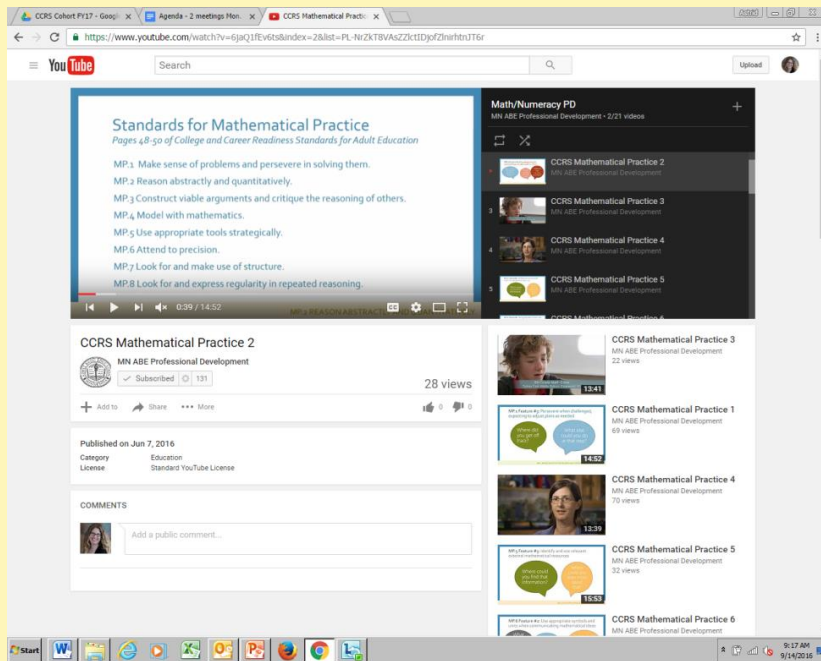
Standards-aligned planning templates

ELA and Math Lesson/Unit Planning Templates & CCRS Individualized Instruction Planning Tool now available on [ATLAS Content Standards Resource Library](http://atlasabe.org/resources/content-standards):

(http://atlasabe.org/resources/content-standards)

CCRS: Forging your path forward

- **Dig into CCRS Foundations training**
- **Focus on the shifts**
- **Explore CCRS resources**
- **Start using standards-aligned lesson/unit planning templates**

Check out [this recent ABE Connect article](http://atlasabe.org/mn-abe-news/ccrs-you-don-t-need-to-know-everything-to-start-doing-something) for ideas and links:

(http://atlasabe.org/mn-abe-news/ccrs-you-don-t-need-to-know-everything-to-start-doing-something)

CCRS Resources

- **[ATLAS Content Standards page](http://atlasabe.org/professional/content-standards): (http://atlasabe.org/professional/content-standards)**
- **[ATLAS Resource Libraries](http://atlasabe.org/resources-atlas-and-general-abe): (http://atlasabe.org/resources-atlas-and-general-abe)**
- **[LINCS CCRS resource library](https://lincs.ed.gov/professional-development/resource-collections/by-topic/College%20and%20Career%20Standards): (https://lincs.ed.gov/professional-development/resource-collections/by-topic/College%20and%20Career%20Standards)**
- **[MN ABE Connect Newsletter articles](http://atlasabe.org/e-newsletters): (http://atlasabe.org/e-newsletters)**
- **[Teaching the Core](http://www.teachingthecore.org/): (http://www.teachingthecore.org/)**
- **[Achieve the Core](http://achievethecore.org/): (http://achievethecore.org/)**
- **[EngageNY](https://www.engageny.org/common-core-curriculum): (https://www.engageny.org/common-core-curriculum)**

English Language Proficiency Standards

- **10 ELP (English Language Proficiency) standards intended to provide the "language lift" ELLs need to reach the CCRS**

- **Note: Level 1-5 ELP descriptors do NOT directly correspond to NRS levels**

- **Available at LINCS: (https://lincs.ed.gov/professional-development/publications)**

- **More info and training available at Language & Literacy Institute**

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016

AIR
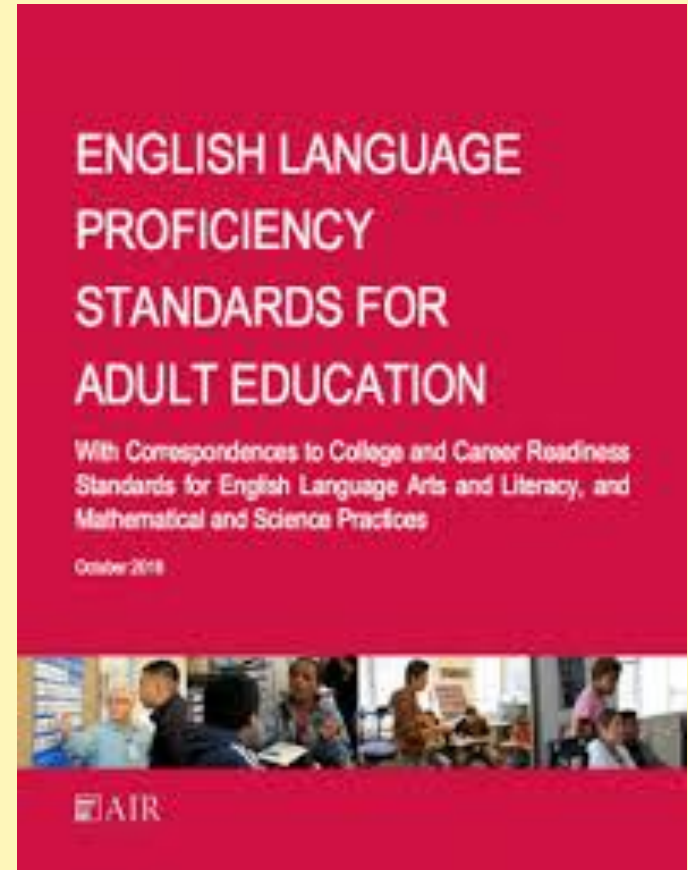
Applying for the Federal Grant as an ABE Program

Applications for ABE Program Grant Funding in 2017

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

- **Federal IEL/Civics Competitive Grant Application** – 2 year grant (due: May 2017)

- **State ABE Consortium Grant Application** – one-year renewable grant (due: June 1, 2017)

⚠ CAUTION

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.

Federal ABE provider application timelines

- **November 2016**: Letter of Intent (LOI) released
- **December 8, 2016**: Federal application workshop/Fall ABE Manager Meeting
- **January 9, 2017**: LOI due
- **Feb 1, 2017**: Federal application/RFP published
- **March 15, 2017**: Federal application/RFP due
- **March-April 2017**: Federal applications reviewed by workforce boards and official grant reviewers
- **April 10-14, 2017**: In-person grant review sessions
- **May 2017**: Accepted federal applications announced

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Letter of Intent to Apply

- **Published on Minnesota Department of Education website at the end of November**
- **Due via email by January 9, 2017**
- **Asks for basic applicant identifying and contact information**
- **Not required to apply for federal funds, nor does letter of intent oblige an applicant to apply**
- **Used to estimate the number of applications in each region**

Minnesota Department of
Education

Geographic Regions

Geographic areas:

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

And…

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Statewide Service Region

Statewide special populations:

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

Minnesota Department of
Education

Application Components

Overview

- **Organization contact information**

Assurances

- **Policies**
- **By submitting application, organization agrees to comply with assurances**

Narrative section

- **6 sections**

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.

Minnesota Department of
Education

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**

Section 1: Executive Summary

Describe the:

A. Geographic area of service or statewide special population you intend to serve

B. <u>Brief</u> overview of current services, student population and key initiatives or partnerships

Section 2: Need and Target Populations

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 organization's 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**

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?**

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Section 4 (E): Educational Quality

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**

Minnesota Department of
Education

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?**

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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?**

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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?**

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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?**

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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

Review 1B: Official Grant Review Process

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.

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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

IEL/Civics Competitive Grants (WIOA Section 243)

Integrated English Literacy and Civics Education

The term "integrated English literacy and civics education" means education services provided to English language learners who are adults, <u>including professionals with degrees and credentials in their native countries</u>, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Integrated English Literacy and Civics Education under regular funding

§463.30 What are adult education and literacy programs, activities, and services?

The term "adult education and literacy activities" means programs, activities, and services that include:

- **Adult education,**

- **Literacy,**

- **Workplace adult education and literacy activities,**

- **Family literacy activities,**

- **English language acquisition activities,**

- **Integrated English literacy and civics education (IEL/Civics),**

- **Workforce preparation activities, or**

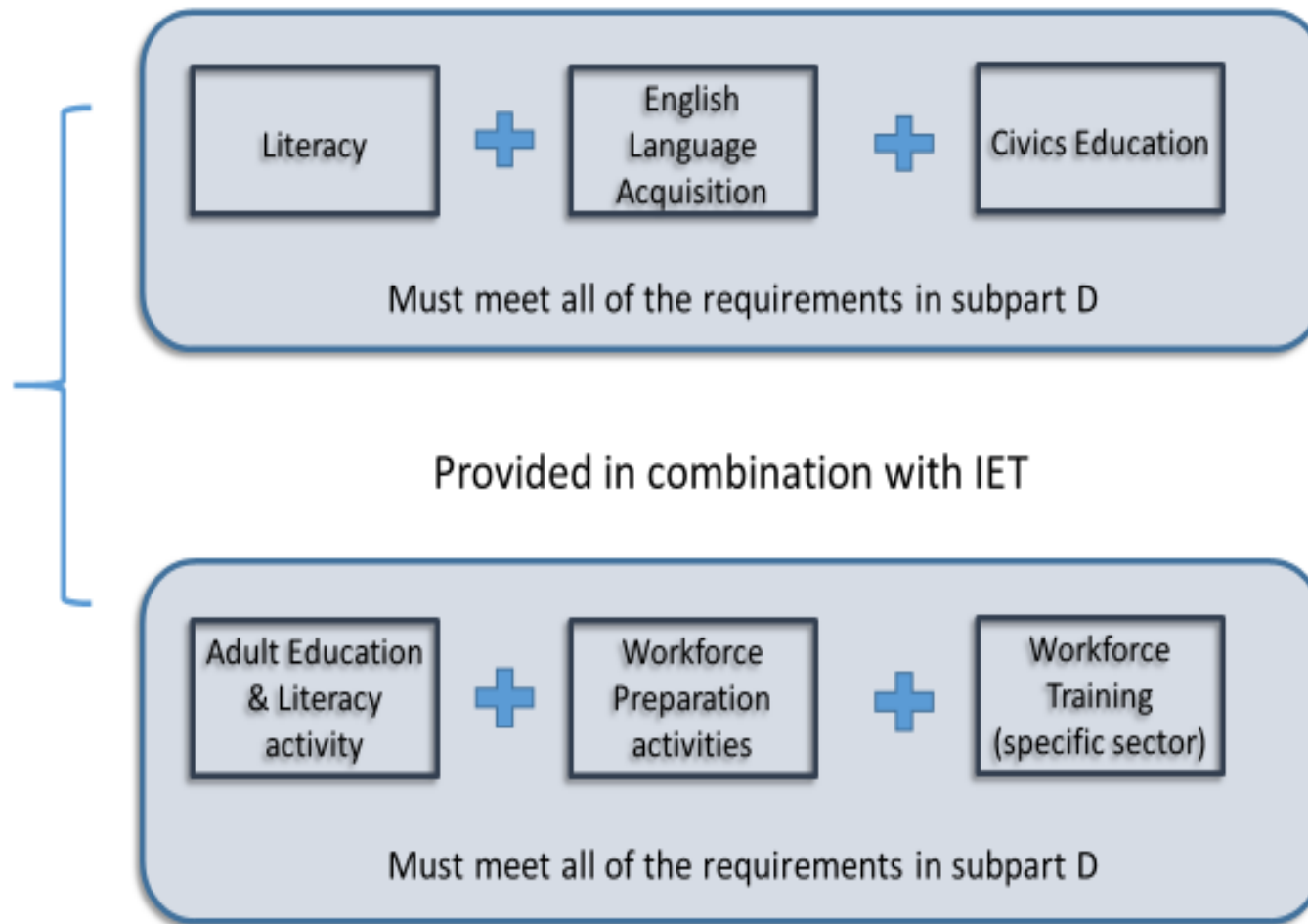- **Integrated education and training (IET).**

education.state.mn.us

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.

IELCE Program Components

Literacy + English Language Acquisition + Civics Education

Must meet all of the requirements in subpart D

Provided in combination with IET

Adult Education & Literacy activity + Workforce Preparation activities + Workforce Training (specific sector)

Must meet all of the requirements in subpart D

Integrated English Literacy and Civics Education under IEL/Civics funding (2)

- **The goal is to have the RFP available April 1st.**

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

- **Additional resources will be made available**

Minnesota Department of
Education

Upcoming grant application timeline

- **January 9, 2017**: Federal ABE provider letter of intent due
- **Feb 1, 2017**: Federal ABE provider competitive application/RFP published
- **March 15, 2017**: Federal ABE provider competitive application due
- **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

Minnesota Department of Education

Discussion: Building on our Work through WIOA

1. **How does WIOA validate what you are already doing in your program or consortium?**

2. **What potential changes or developments are you considering for your program or consortium as a result of WIOA?**

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Discussion: WIOA Partnerships

WIOA emphasizes effective partnerships both within the ABE system and between ABE and other systems.

1. *What opportunities do you see for creating more effective partnerships in your program or consortium?*

2. *Is there anyone is this room today you can develop a more effective partnership with? Is there anyone in the room today who can introduce you to someone you want to develop a more effective partnership with?*

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Wrapping Up and Final Questions

Federal Competitive Adult Basic Education (ABE) Provider Grant Workshop