Slide 1

Slide 2

Welcome

- Webinar recording and slides will be posted on the MD Labor Adult Education website
  - Slide notes include page number references to grant application documents
- Additional questions
  - Send to Doug Weimer at aels.labor@maryland.gov
  - Will be posted on website in same format as questions already received

MD Labor Team

- Perketer Tucker, Director, Adult Education and Literacy Services
- Doug Weimer, Supervisor, Adult Instructional Services
- Molly Dugan, Supervisor, High School Equivalency (HSE)
- Lynnette Demby, Administrative Assistant
- Lakisha Hill, Administrative Assistant
- Michele Hill, Management Associate

Slide 4

MD Labor Team

- Adult Education Program Specialists
  - Helen Coupe
  - Ramona Kunkel
  - Betsy Ljubic
  - Ahu Moser
  - Laura Ostrowski
  - Grayla Reneau
  - Echo Salisbury

These are the topics that we will cover in this technical assistance webinar. We will cover only those areas we think you may want to give particular attention to. You are encouraged to carefully read the entire application documents if you have not already done so.

We will cover the Overview, Resources, Application, Budget, Professional Development, Optional Applications, and Selected Questions.

Important Dates

- Intent to Apply Deadline – February 17, 2023 at 4:00 pm
- Application Submission Deadline – March 6, 2023 at 4:00 pm
- Ineligibility Notification – by March 17, 2023
- Grant Period – July 1, 2023-June 30, 2027

The following are some dates you want to keep in mind. The Intent to Apply Form is found in the Overview document on page 29. It is due to MD Labor by 4:00 pm on February 17. The application submission deadline is by 4:00 pm on March 6. If it has been determined your program is ineligible for funding, you will be notified by March 17. This competitive grant application is in force from July 1, 2023 through June 30, 2027.

* Refer to Overview – page 28.

Overview

Maryland's Goals and Priorities

- Goals established in State Plan (link to State Plan found in Resources document)
- Must demonstrate innovative strategies which support learners in attaining their goals
- Adult Instructional Services' Focus
  - Quality Instruction
  - Learner Persistence
  - Educational Access

You may want to refer to the Maryland WIOA State plan to ensure your activities are in alignment with that plan. Those activities must show innovative strategies that will support your learners in reaching their goals. The focus areas for Adult Instructional Services are quality instruction, learner persistence, and educational access. These will be the focus areas that you will target in your professional development plan.

* Refer to Overview – pages 2-3.

Goals and Priorities

- WIOA states "priority shall be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient."
- Additionally, "the State's WIOA Title II workforce preparation activities, programs, and services are designed to assist participation in acquiring a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills…"

WIOA states that individuals who receive public assistance, are low-income, and are basic skills deficient have priority of services. Therefore, an individual with a secondary school diploma can be enrolled in a MD Labor funded program provided that student is basic skills deficient. See page 9 of the Basic Education Skills and English Language Assessments policy for the definition of basic skills deficient.

* Refer to Overview – pages 2-5.

Adult Education Activities

- Activities and services should include:
  - Adult education and literacy services;
  - Workplace adult education;
  - Family literacy activities;
  - English language acquisition activities;
  - Integrated English literacy and civics education;
  - Workforce preparation activities; or
  - Integrated education and training.

The following is a list of adult literacy services that are included as part of this competitive grant application. You are not required to apply for all activities and services but you are encouraged to include as many as is realistic to do so.

* Refer to Overview – page 3.
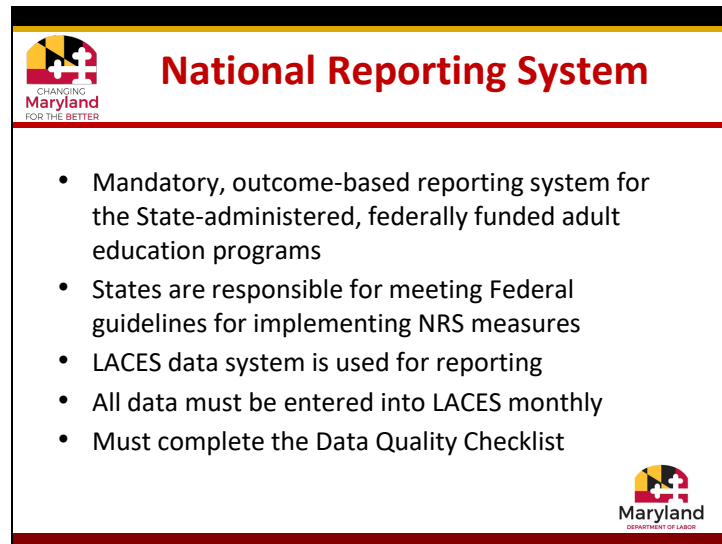
Local Administrative Cost Limits

- 95% for adult education and literacy activities
- 5% maximum for administrative services
    - Planning
    - Administration, including performance accountability requirements
    - Professional development
    - Providing adult education and literacy services in alignment with local workforce plans
    - Carrying out the one-stop partner responsibilities, including contributing to the infrastructure costs
- Administrative Cost and Match Worksheet (Budget)

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Ninety-five percent of your funds are to cover adult education and literacy activities. A maximum of 5% may be spent for administrative services. Administrative services include planning, administration, professional development, services in alignment with local workforce plans, and carrying out the one-stop partner responsibilities. However, there is an exception for the Literacy Works funding line. For the Literacy Works funding line only, you can charge professional development and the salary and benefits for the MIS position and it will not count towards your 5% administrative cost cap. You should refer to the Budget Instructions document for a description and examples to this unique situation. To help you calculate the administrative costs and the match, you will complete the Admin Cost & Match Worksheet which we will discuss a little later.
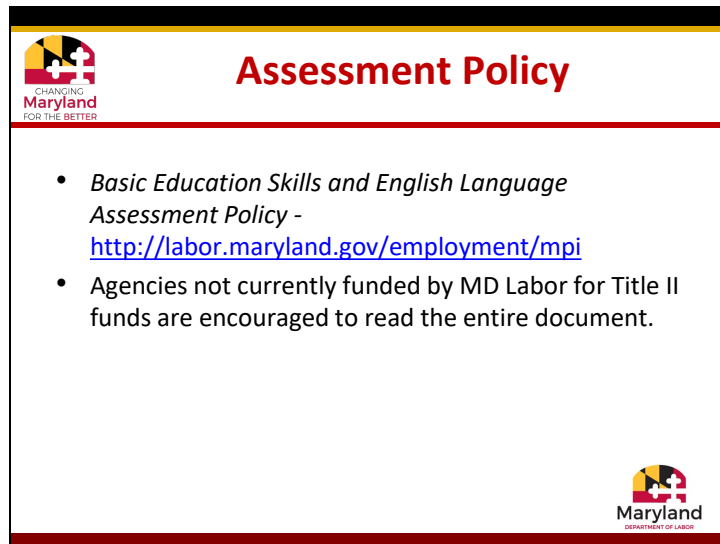
* Refer to Overview – page 9.

Maryland reports our outcome-based data to the federal government through the National Reporting System. Currently MD uses the LACES data system for this. Programs must enter all their data on a monthly basis at a minimum. All applicants must complete the Data Quality Checklist.

* Refer to Overview – pages 10-11.

Assessment Policy

- *Basic Education Skills and English Language Assessment Policy -* http://labor.maryland.gov/employment/mpi
- Agencies not currently funded by MD Labor for Title II funds are encouraged to read the entire document.

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All programs must be familiar with the Basic Education Skills and English Language Assessment Policy, understand its content, and comply with the policy. If you are not currently funded by MD Labor for Title II funds and/or you are not familiar with MD Labor's Assessment Policy, you are encouraged to read the assessment policy in its entirety.

* Refer to Overview – Page 11.

Approved Assessments

- CASAS
  - Reading GOALS and Math GOALS (ABE)
  - Life & Work Reading and Life & Work Listening (ESL)
- TABE
  - 11 & 12 (ABE)
  - CLAS-E (ESL)
- BEST Literacy
  - Reading/Writing (ESL)
- BEST Plus 2.0
  - Speaking/Listening (ESL)

CASAS, TABE, and BEST are the only approved assessments for reporting purposes.

* Refer to Overview – page 11.

Funding Limitations

- No one under 18 may receive services with Federal, State or matching funds
- All subcontracts must receive approval prior to application
- Funds, revenue, and interest must be spent within grant period
- Funds cannot be used to support advocacy activities

Due to federal and state regulations, there are some funding limitations.
No federal, state, or matching funds may be spent on services for anyone under 18. There are exceptions to this discussed later.
If your program plans on using subcontractors, MD Labor must approve them prior to application.
Programs must spend their funds, revenue, and interest within the grant period.
Funds cannot be spent on advocacy activities.

* Refer to Overview – pages 13-14.

If you form a consortium, one of the members must be the fiscal agent.
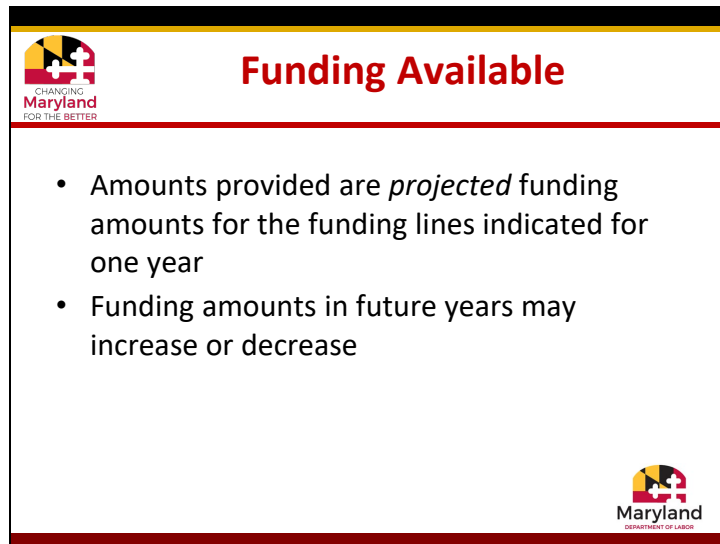MD Labor will not approve any out of state activities or travel.
MD Labor also will not approve the cost of renting space.
MD Labor will fund support services such as transportation and childcare for students.
MD Labor also funds preparation time for instructors.

* Refer to Overview – pages 13-14.

Funding Available

- Amounts provided are *projected* funding amounts for the funding lines indicated for one year
- Funding amounts in future years may increase or decrease

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The total funding amounts are estimates and therefore may increase or decrease. The amount listed for each jurisdiction is determined by the percentage of the state total in FY22 of the number of students served of that population. We also used the percentage of need from the American Community Survey data. You may ask for more funding than what is indicated here should there be an increase, but there is no guarantee that the program will receive the requested amount. The funding for each jurisdiction may be split between two or more organizations depending on the number of organizations awarded funding within that jurisdiction.

* Refer to Overview – page 15.

Standards and Requirements

- Consolidated Delivery of Services
  - ABE, ESL, Family Literacy, IELCE, and/or NEDP
  - Applicants with less than 100 learners are encouraged to form a consortium

Applicants are encouraged to include all these services, but it is not required.

Applicants who serve less than 100 learners are encouraged to form a consortium.
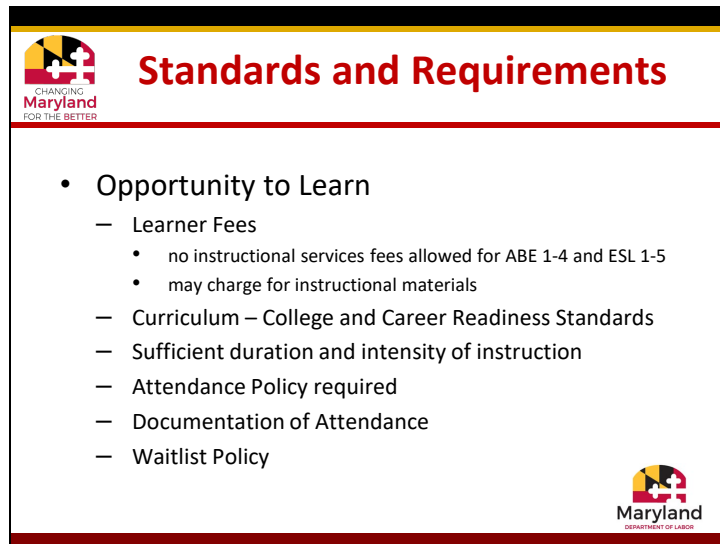
* Refer to Overview – page 16-17.

Standards and Requirements

- Programmatic Changes
  - Addition/removal of Family Literacy partnerships
  - Addition/deletion of IELCE/IET Career Pathways
  - Reduction/elimination of a funding line
  - Budget changes
  - Personnel changes
  - Anything else that changes the overall scope of work of a local program

There are times when a program must make substantive changes during the grant year. You are required to notify your Adult Education Program Specialist of those changes in advance. A few examples include, but are not limited to, the addition or removal of Family Literacy partnerships, adding or deleting a program and/or funding line, budget changes, personnel changes, and anything that changes your overall scope of work.

* Refer to Overview – page 17.

Standards and Requirements

- Opportunity to Learn
  - Learner Fees
    - no instructional services fees allowed for ABE 1-4 and ESL 1-5
    - may charge for instructional materials
  - Curriculum – College and Career Readiness Standards
  - Sufficient duration and intensity of instruction
  - Attendance Policy required
  - Documentation of Attendance
  - Waitlist Policy

Programs are not allowed to charge students who are in ABE 1-4 or ESL 1-5 for instructional services, but you may charge them for instructional materials, such as textbooks or consumables.

Your curriculum should be guided by the College and Career Readiness Standards. The link to those standards can be found in the Resources document.

Classes must be of sufficient duration and intensity of instruction. You will want to refer to the assessment policy for more information.

All programs are required to have and enforce an attendance policy. The policy should indicate how many absences a student may have before the student is withdrawn from the class.

All programs are required to track attendance through the use of sign-in sheets for each day the class meets.

All programs must also have a waitlist policy. A student on the waitlist has requested services during the registration and orientation process but due to the lack of available space and/or resources, the student cannot be enrolled into a class at that time.

* Refer to Overview – pages 17-18.

Standards and Requirements

- Recommended class sizes

ABE or ESL Beginning Literacy	8 learners **maximum**
ABE or ESL Beginning	10 learners **maximum**
ABE or ESL Intermediate	12 learners **maximum**
ASE or ESL Advanced	15 learners **maximum**

- Personnel
  - Program Administrator, Instructional Specialist, Intake/Assessment Specialist, Management Information Systems Specialist
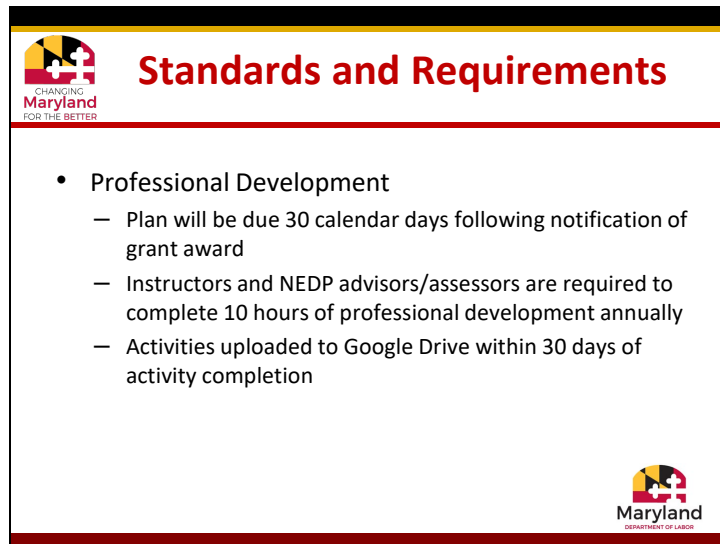- Instructional Staff–minimum of a Bachelor's degree

Best practices indicate that these are the maximum number of students to be enrolled in a class at these levels for optimum learning.

All programs are required to employ the following positions: program administrator, instructional specialist, intake/assessment specialist, and management information systems specialist. Each program determines whether these positions are full time or part time.

All instructional staff, including paid tutors, are required to have a minimum of a Bachelor's degree. A master's degree is preferred but not required.

* Refer to Overview – page 19.

Standards and Requirements

- Professional Development
  - Plan will be due 30 calendar days following notification of grant award
  - Instructors and NEDP advisors/assessors are required to complete 10 hours of professional development annually
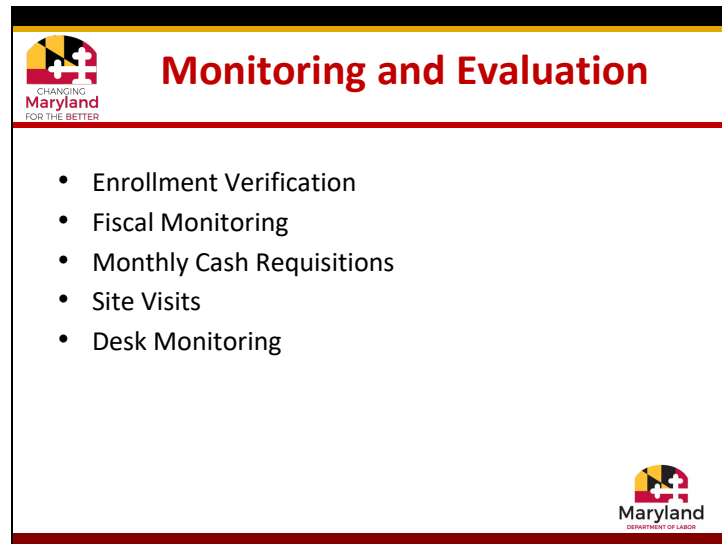 - Activities uploaded to Google Drive within 30 days of activity completion

Your professional development plan will be due to your Adult Education Program Specialist 30 calendar days after notification of grant award.

All instructors, including NEDP advisors/assessors must complete 10 hours of professional development each fiscal year.

Documentation of your professional development activities are to be uploaded to Google Drive within 30 days after the activity has been completed.

* Refer to Overview – page 20.

Monitoring and Evaluation

- Enrollment Verification
- Fiscal Monitoring
- Monthly Cash Requisitions
- Site Visits
- Desk Monitoring

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MD Labor is required to perform program monitoring and evaluation activities. Those activities include enrollment verification by verifying information entered into LACES with the program's documentation; fiscal monitoring by reviewing mid year and end of the year financial reports; monthly cash requisitions; site visits which include interviews with the leadership team and classroom observations; and desk monitoring through review of reports and technical assistance. You are encouraged to use blue ink for all documents that could be reviewed during a monitoring visit, including but not limited to, student attendance sign-in sheets.

*Refer to Overview – pages 22-24.

Submission Requirements

- Send to aels.labor@maryland.gov by March 6, 2023 at 4:00 P.M.
- Adobe PDF files in color
- File naming:
  - County College 2024 CGA Section 1: Considerations Part 1 of 3.pdf
  - County College 2024 CGA Section 1: Considerations Part 2 of 3.pdf
  - County College 2024 CGA Section 1: Considerations Part 3 of 3.pdf
  - County College 2024 CGA Section 2: Budget Part 1 of 1.pdf

Your grant application must be submitted to the e-mail address here by March 6 at 4:00 pm.

The files must be saved as an Adobe pdf file in color.

For MD Labor to ensure we received all the files sent from your program, follow the file naming convention indicated here. Even if there is only one file, indicate that it is part 1 of 1.

* Refer to Overview – page 25.
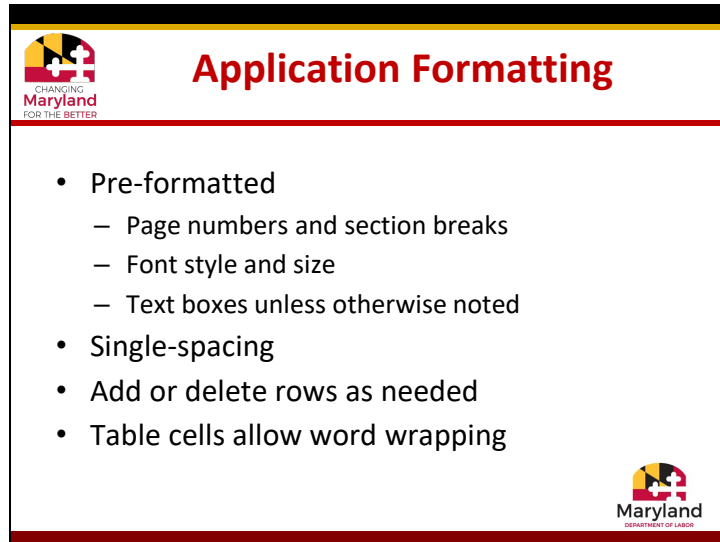
Submission Requirements

- Signatures - blue ink
- Electronic signatures
  - Permitted - commercial products such as DocuSign and Adobe Sign
  - Not permitted - typing your name in the Word or Excel document

The grant application is to be signed in blue ink. For the purpose of the grant application, electronic signatures are permitted as long as you use a commercial product such as DocuSign or Adobe Sign. Simply typing your name in the Word or Excel document is not acceptable.

* Refer to Overview – page 25.

Application Formatting

- Pre-formatted
  - Page numbers and section breaks
  - Font style and size
  - Text boxes unless otherwise noted
- Single-spacing
- Add or delete rows as needed
- Table cells allow word wrapping

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The application is pre-formatted with page numbers and section breaks. Do not change the font style or size. The text boxes are preset unless otherwise noted. Use single spacing. Add or delete rows in charts as necessary. Table cells will allow for word wrapping.

* Refer to Overview – page 26.

Resources

Websites for Research and Data

- Definitions, Reporting, and Assessment
- Maryland Adult Education Standards and Frameworks
- Data
- Research and Best Practices Information
- Privacy and Data Security Policy
- Basic Education Skills and English Language Assessments Policy
- Language Access Plan
- State Policies
- Authorization

The Resources section includes a list of the websites you would use for research and for providing the necessary information needed to complete your grant application.

* Refer to Resources – pages 1-2.

Job Descriptions

- State Required Key Staff
  - Program Administrator
  - Intake/Assessment Specialist
  - Instructional Specialist
  - Management Information Systems Specialist

The job descriptions are included for the four key staff positions: program administrator, intake/assessment specialist, instructional specialist, and management information systems specialist.

* Refer to Resources – pages 3-9.

Program Administrator

- Provides leadership
- Responsible for ensuring program structures and procedures are in place
- Grant and budget management
- This is an administrative position

The program administrator provides leadership to their leadership team. In addition to the program administrator, the leadership team includes the intake/assessment specialist, instructional specialist, and management information systems specialist. The program administrator is responsible for ensuring that program structures and procedures are in place for effective outcomes. The program administrator is also responsible for managing and monitoring the grant requirements and the budget. This is an administrative position.

* Refer to Resources – pages 3-4.

Intake/Assessment Specialist

- First contact for learners
- Responsible for intakes, assessments, and goal development of learners
- Primary resource for student referral to partner services
- This is an instructional position

The intake/assessment specialist is the first contact for learners. The IAS is responsible for managing and overseeing the intake process, assessments, and goal development of learners. The IAS is also the primary resource for student referral to partner services. This is an instructional position.

* Refer to Resources – pages 5-6.

Instructional Specialist

- Instructional leader for the program
- Responsible for local professional development
- Conducts and oversees classroom observations
- Instructional resource for program staff
- This is an instructional position

The Instructional Specialist is the instructional leader for the program. The IS is responsible for identifying and conducting the local professional development activities. The IS is also responsible for conducting and overseeing the classroom observations on an ongoing basis. The IS is the instructional resource for all program staff. This is an instructional position.

* Refer to Resources – pages 7-8.

Management Information Systems (MIS) Specialist

- Manager for data collection and reporting
- Responsible for local data reporting and analysis
- Enters or monitors the entry of data into the local data management system
- This is an administrative position

The Management Information Systems (MIS) Specialist is the manager for the program's data collection and reporting. The MIS is responsible for entering or monitoring the entry of data into LACES, our data reporting system. The MIS is also responsible for analyzing the data for program improvement. This is an administrative position.

* Refer to Resources – page 9.
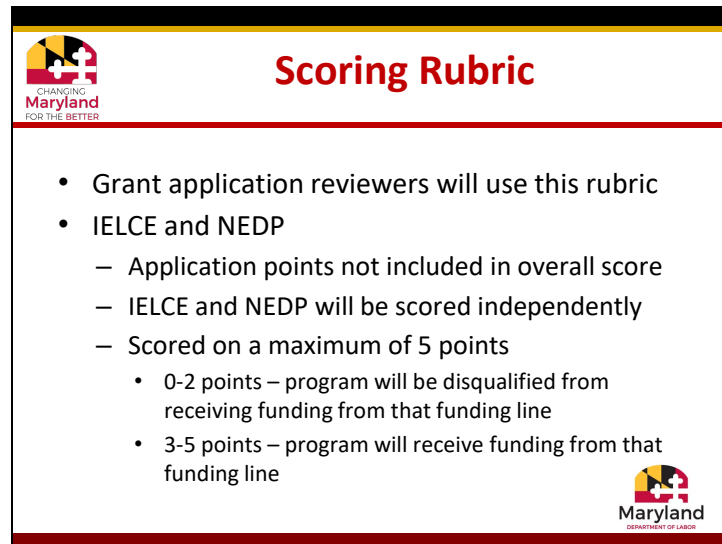
Educational Functioning Levels, Test Benchmarks, and Descriptors

- ABE Levels 1-6
  - Basic Reading and Writing Skills
  - Numeracy Skills
- ESL Levels 1-6
  - Listening and Speaking Skills
  - Basic Reading and Writing Skills
  - Functional and Workplace Skills

The Educational Functioning Levels chart indicates the skills to be obtained at each of the six ABE and ESL levels.

* Refer to Resources – pages 10-21.

Slide 35

The rubric is the scoring method reviewers will use. The scoring is based on a total of 100 points. Notice that not all of the considerations have the same point value.

IELCE and NEDP are separate and optional applications and therefore will be scored independently of the main application. Those scores will not be added to the overall score. For both IELCE and NEDP the maximum that can be earned is 5 points. If an applicant receives 0-2 points, the program will be disqualified from receiving funding from that funding line. It will not disqualify the program from receiving the grant, only that funding line. If a program receives 3-5 points, the program will receive funding from that funding line.
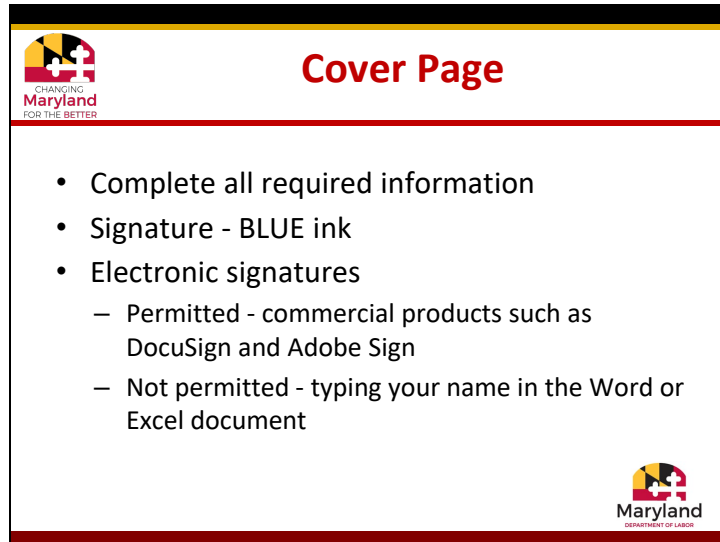
* Refer to Resources – pages 22-34.
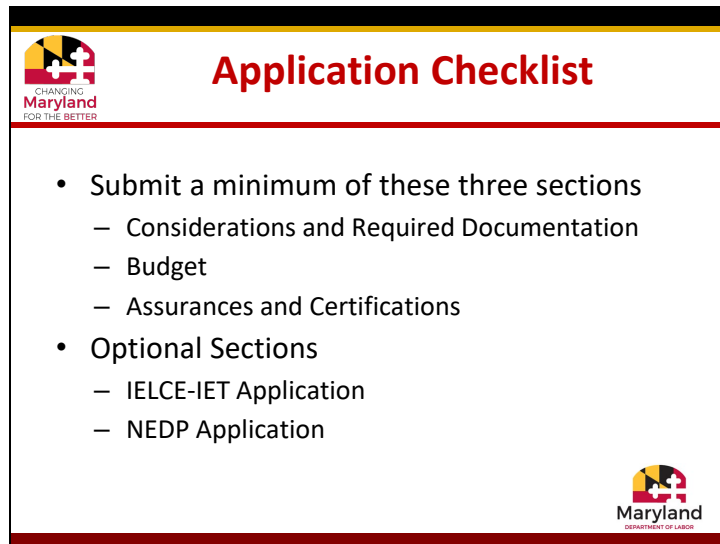
Complete all information that is required. The signature must be in blue ink. However, electronic signatures are permitted as long as you use a commercial product such as DocuSign or Adobe Sign. Simply typing your name in the Word or Excel document is not acceptable.

* Refer to Application – page 1.

Application Checklist

- Submit a minimum of these three sections
  - Considerations and Required Documentation
  - Budget
  - Assurances and Certifications
- Optional Sections
  - IELCE-IET Application
  - NEDP Application

Use the application checklist to ensure you have completed and submitted all the required parts of the grant application.

* Refer to Application – page 2-3.
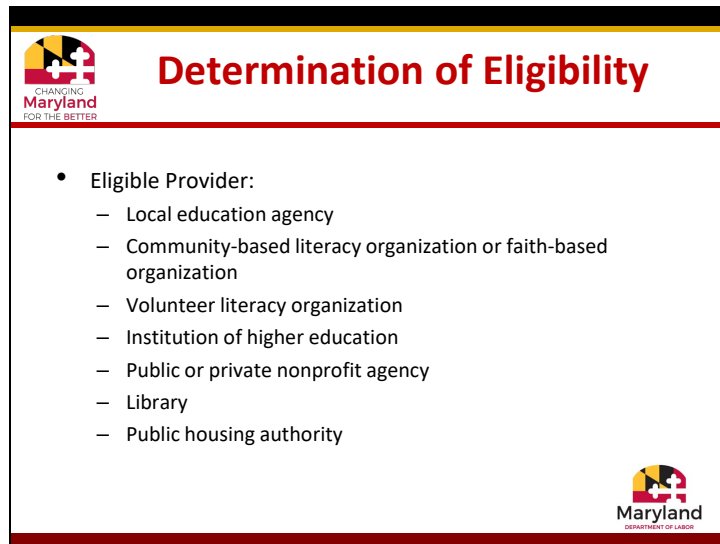
Determination of Eligibility

- Eligible Provider
- Is a registered organization within Maryland.
- Maintains a physical office location within Maryland.
- Has 3 years' demonstrated effectiveness in providing adult education and literacy services activities.

These are the four requirements to meet eligibility. A provider must meet all four of these criteria in order to be eligible for funding.

* Refer to Application – page 4.

Determination of Eligibility

- Eligible Provider:
  - Local education agency
  - Community-based literacy organization or faith-based organization
  - Volunteer literacy organization
  - Institution of higher education
  - Public or private nonprofit agency
  - Library
  - Public housing authority

There are multiple types of providers that can be considered for funding. An applicant must fall into one of the listed categories to be considered.

* Refer to Application – page 4.

Determination of Eligibility

- Eligible Provider: (cont.)
  - Nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals
  - Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
  - Partnership between an employer and an entity described above
  - Other

If your agency does not fall into one of these categories, check the "Other" box and write in the type of agency. MD Labor will determine if your agency is an eligible provider.

Demonstrated Effectiveness

- Applicants currently funded for Title II Services by MD Labor
  - Complete the charts on page 5 only. Do not complete the charts on page 6.
  - Use LACES table 4 to complete the information.

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If you are currently funded for Title II Services by MD Labor you will complete the charts on page 5, but not the charts on page 6. You will pull your LACES data to complete the charts.

* Refer to Application – page 5.

Demonstrated Effectiveness

- Applicants NOT currently funded for Title II Services by MD Labor
  - Complete the charts on page 6 only
  - Do not complete the charts on page 5
  - Use your agency data to complete the charts

Programs must demonstrate that they have a record of effectively serving learners in the areas of reading, writing, math, training, and employment.
If you are not currently funded for Title II Services by MD Labor, you will complete the charts on page 6, but not on page 5. You will use your agency data to complete the charts.

* Refer to Resources – page 6.
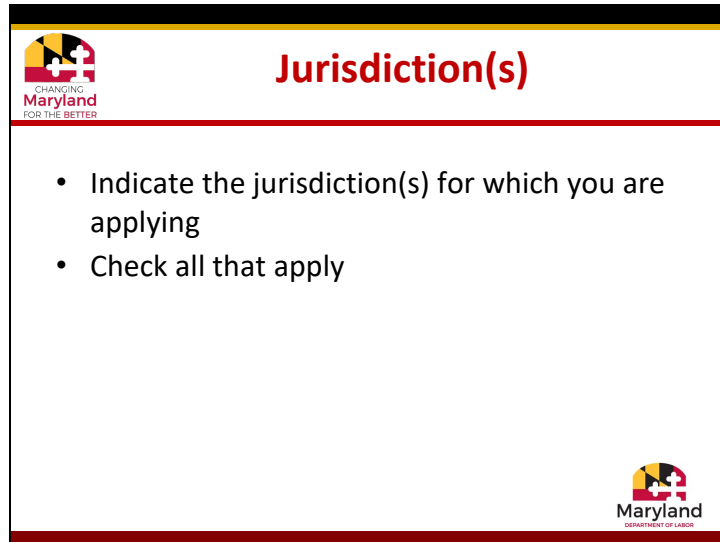
Demonstrated Effectiveness

- For applicants applying as a consortium
  - Copy and paste the appropriate charts for each member of the consortium
  - This includes the member that is the fiscal agent

For those who are creating a consortium, you will copy and paste the appropriate charts for EACH member of the consortium to complete. This includes the fiscal agent. Keep in mind to receive funding, all members of the consortium must be able to demonstrate effectiveness.

* Refer to Application – page 5 or 6, whichever is appropriate.
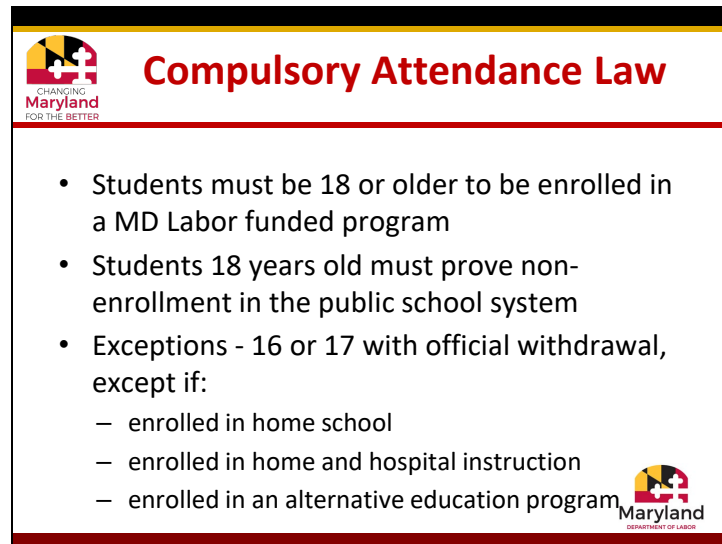
Jurisdiction(s)

- Indicate the jurisdiction(s) for which you are applying
- Check all that apply

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Programs are permitted to apply for funds to serve students outside of their physical location within Maryland. Indicate all jurisdictions for which you are applying.

* Refer to Application – page 7.

Compulsory Attendance Law

- Students must be 18 or older to be enrolled in a MD Labor funded program
- Students 18 years old must prove non-enrollment in the public school system
- Exceptions - 16 or 17 with official withdrawal, except if:
  - enrolled in home school
  - enrolled in home and hospital instruction
  - enrolled in an alternative education program

Students must be 18 years or older to be enrolled in a MD Labor funded program. Before enrollment into your program, students who are 18 years old must provide proof they are not enrolled in the public school system. If the student cannot provide proof from the school system, a pre-written form or a letter from the student verifying non-enrollment in the K-12 system is sufficient. A student who is 16 or 17 may be enrolled but only with an official withdrawal. However, there are some exceptions to this. You cannot enroll any student who is homeschooled, who is enrolled in home and hospital instruction, or who is enrolled in an alternative education program.

* Refer to the document titled "Workforce Innovation and Opportunity Act Title I Youth Program". The link is found on page 2 of the Resources.

When referring to this agency, use MD Labor or Labor. The agency should not be referred to as MD DOL or DOL because this can be confused with the US Department of Labor.

Applicants are required to answer ALL prompts.

The text boxes are preset unless indicated otherwise.

Some considerations ask or suggest that you use citations. These citations are not based on any specific study. You can use any evidence you have or can find to support your claims.

* Refer to Application – pages 8-47.

Slide 48
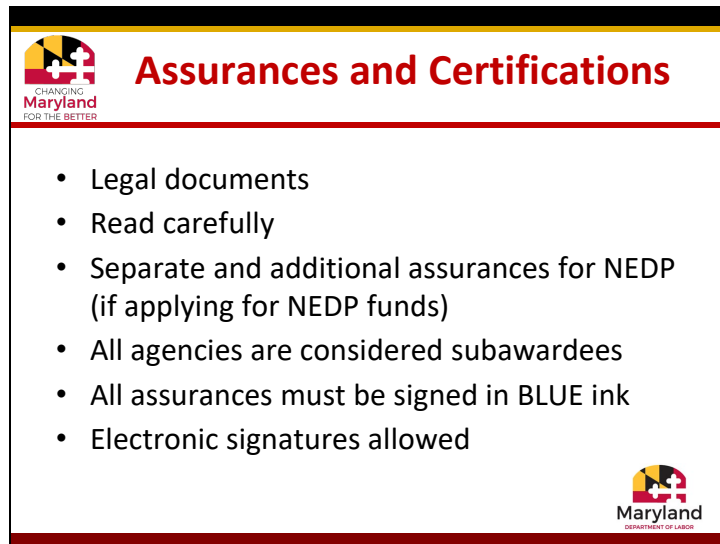
Family Literacy Partnership Expectations

- Only applicants requesting Family Literacy funding are required to submit the Partnership Expectations between the adult education provider and the partnering agency(ies)
- Signatures must be in BLUE ink
- Electronic signatures allowed
- Partner agency signatures not required for submission

Only applicants that are requesting Family Literacy funding are required to submit the Family Literacy Partnership Expectations document. The Partnership Expectations is an agreement between the adult education provider and the partnering agency. All parties must coordinate services and determine what services and resources they will provide within the parameters of Family Literacy funding. All signatures must be in blue ink. Electronic signatures are allowed under the conditions previously mentioned. If you are not able to obtain the necessary signatures from your partnering agency or agencies, you may submit your application without them. However, you must obtain them and submit your Partnership Expectations document with the necessary signatures as soon as possible.

* Refer to Application – pages 49-52.

Assurances and Certifications

- Legal documents
- Read carefully
- Separate and additional assurances for NEDP (if applying for NEDP funds)
- All agencies are considered subawardees
- All assurances must be signed in BLUE ink
- Electronic signatures allowed

The assurances and certifications are legal documents so read them carefully. If you are applying for NEDP funding, you will sign an additional assurances page at the end of the NEDP application. All agencies are considered subawardees. There are no changes to the awarding structure from previous grant cycles. All assurances must be signed in blue ink. As mentioned, electronic signatures are allowed.

* Refer to Assurances and Certifications.

Complete the ABE & ESL class schedule and submit with your application.
Programs should indicate whether each class being offered is either virtual,
hybrid, or face-to-face. Include a separate class schedule if applying for
IELCE/IET funds and/or a separate site schedule if applying for NEDP funds.
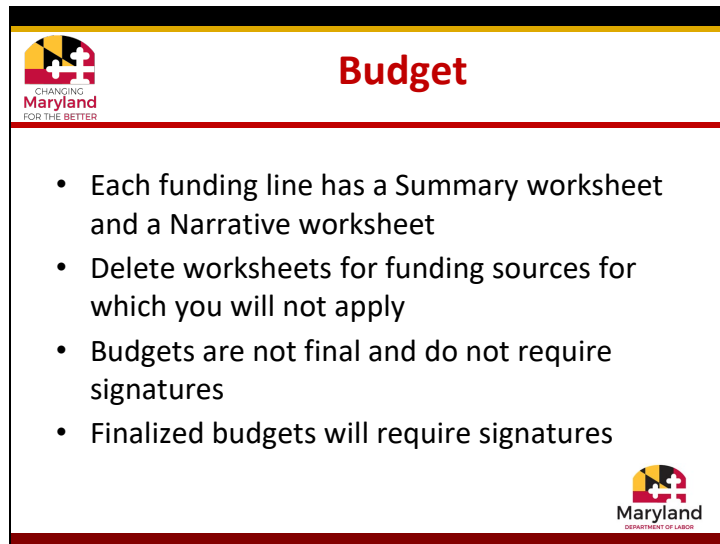
* Refer to ABE & ESL Class Schedules. If applicable, refer to IELCE & IET Class
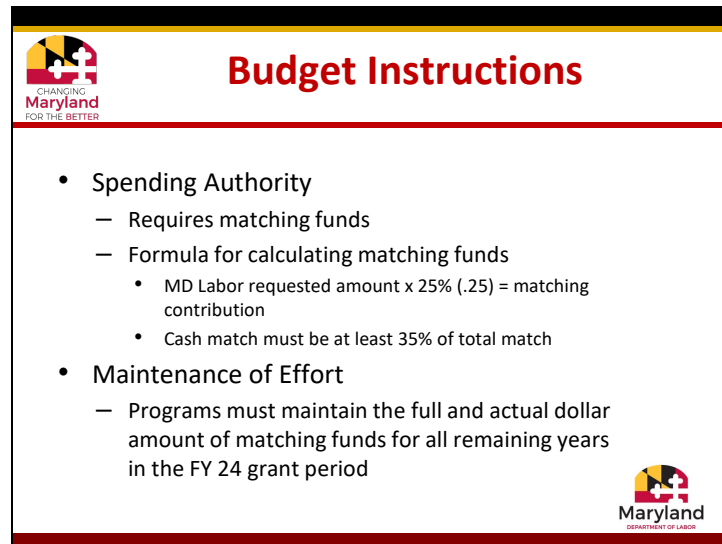Schedules and NEDP Schedule.

Budget

The budget workbook includes a summary worksheet and a narrative worksheet for each of the funding lines. Delete the worksheets for the funding sources for which you will not apply. The budgets submitted are proposed budgets. Therefore, these pages do not require signatures. Signatures will be required when the budgets are final.

* Refer to Budget Workbook and Budget Instructions – pages 1-2.
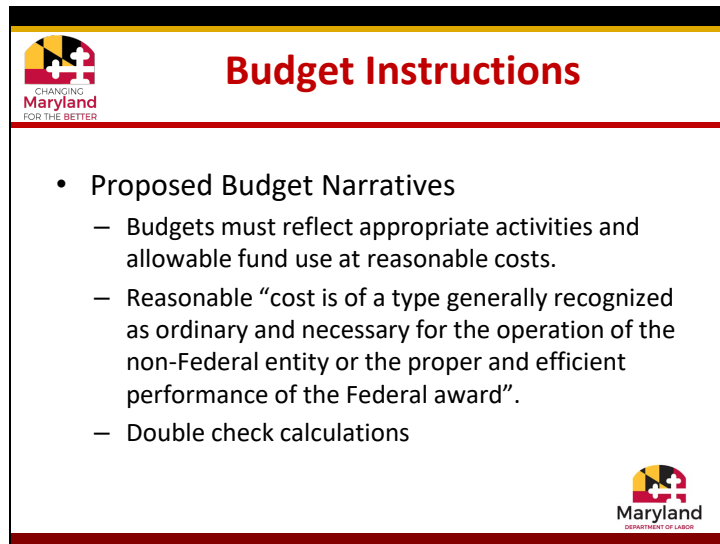
All programs are required to include matching funds. The amount of matching funds required is calculated as follows: The MD Labor requested amount multiplied by .25. Of the total match amount at least 35% must be a cash match.
Be advised that your program will be required to maintain the full and actual dollar amount of matching funds for the remaining years in this grant period.

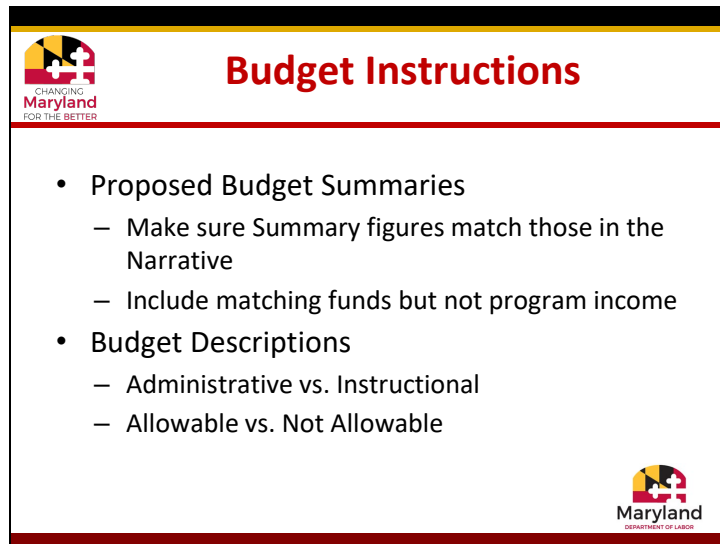* Refer to Budget Instructions – pages 1-2.

Budget Instructions

- Proposed Budget Narratives
  - Budgets must reflect appropriate activities and allowable fund use at reasonable costs.
  - Reasonable "cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award".
  - Double check calculations

Costs must be reasonable which is defined as a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the federal award.

Double check calculations especially for categories in which rows were added to ensure that the amounts from all rows are included in the total.

* Refer to Budget Instructions – pages 2-3.

Budget Instructions
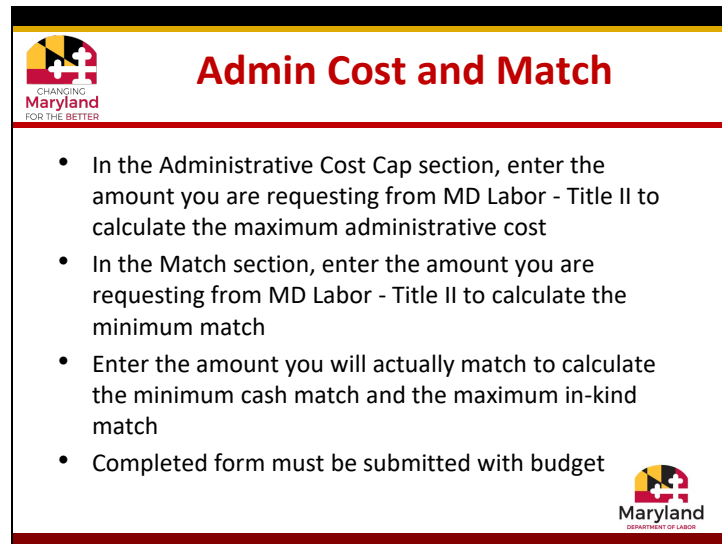
- Proposed Budget Summaries
  - Make sure Summary figures match those in the Narrative
  - Include matching funds but not program income
- Budget Descriptions
  - Administrative vs. Instructional
  - Allowable vs. Not Allowable

Check that the figures on your summary worksheets match those on the narrative worksheets.
The summary worksheets include your matching funds but not the program income.
The budget descriptions will help you determine which costs are administrative versus instructional and which are allowable versus not allowable.

* Refer to Budget Instructions – pages 3-5.
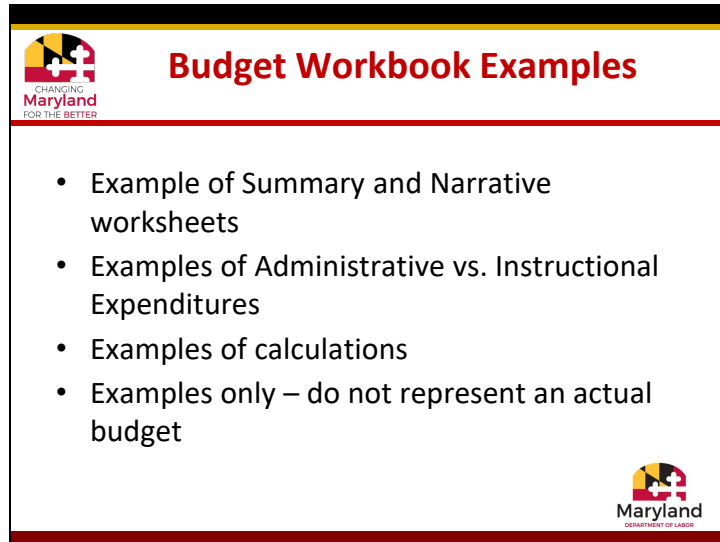
The Administrative Cost and Match Worksheet will assist you in calculating your admin cost cap and your match. In the Administrative Cost Cap section, you will enter the total amount you are requesting from MD Labor - Title II including IELCE and NEDP if applicable. You will do the same for the Match section. The amount you actually match may be more than your required match. Therefore, enter the amount you intend to match (it may be the same or it may be more) to calculate the minimum amount your match must be in cash. It will also give you the maximum amount you can have as an in-kind match.

* Refer to Budget Instructions – page 6.

Budget Workbook Examples

- Example of Summary and Narrative worksheets
- Examples of Administrative vs. Instructional Expenditures
- Examples of calculations
- Examples only – do not represent an actual budget

We have provided you with some examples of how the summary and narrative worksheets should be completed. They show examples of how your calculations should be shown. Follow the examples as close to the ones provided. These are examples and do not represent any actual budget.

* Refer to Budget Workbook Examples.

We have also provided detailed explanations for each completed row in the example. They provide information such as whether the cost is administrative as opposed to instructional and whether or not the expense is allowable for MD Labor funding. Some expenses cannot be paid for by MD Labor funding but can be paid out of matching funds.
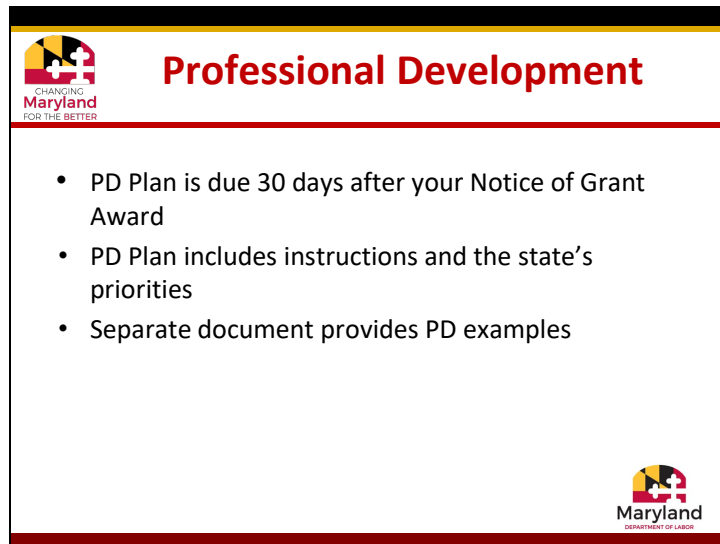
* Refer to Budget Workbook Examples Explanation.

Professional Development

Professional Development

- PD Plan is due 30 days after your Notice of Grant Award
- PD Plan includes instructions and the state's priorities
- Separate document provides PD examples

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Your PD plan will be due to your Adult Education Program Specialist 30 days after you receive your Notice of Grant Award. One document includes a blank form for you to complete. There is a tab with the instructions and another tab with the State's priorities. A separate document shows examples of how you will complete your PD plan.
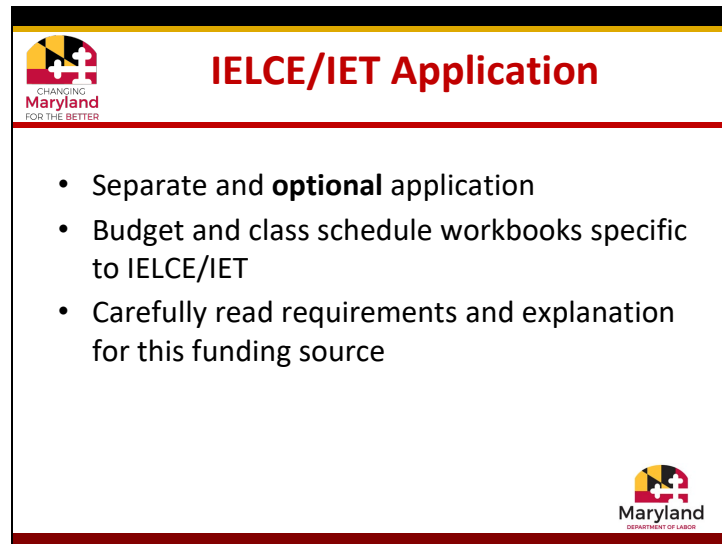
* Refer to PD Plan.

Optional Applications

There are two optional applications you can apply for – IELCE/IET and NEDP. Because these are optional, you do not need to complete either of these applications since they are not required. You must complete and submit the AEFLS application along with the general assurances. In your submission, include any other additional funding requests that would support the services that you provide to your students or clients.
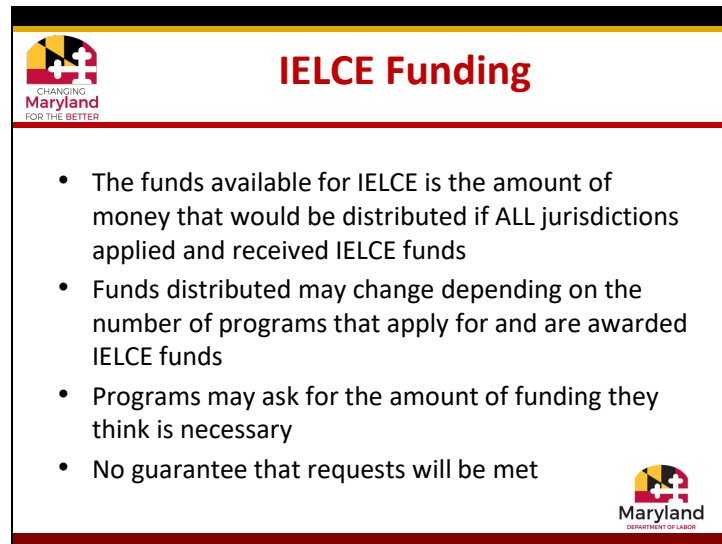
IELCE/IET Application

- Separate and **optional** application
- Budget and class schedule workbooks specific to IELCE/IET
- Carefully read requirements and explanation for this funding source

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The IELCE/IET application is a separate and optional application. There is a budget workbook and class schedule workbook specific for IELCE/IET.

Please carefully read the requirements and the explanation for this funding source. It is unique and you will want to have a good understanding about this funding line before deciding if your program wants to apply for IELCE funds.

* Refer to IELCE-IET Application, IELCE-IET Budget, IELCE & IET Class Schedule.

IELCE Funding

- The funds available for IELCE is the amount of money that would be distributed if ALL jurisdictions applied and received IELCE funds
- Funds distributed may change depending on the number of programs that apply for and are awarded IELCE funds
- Programs may ask for the amount of funding they think is necessary
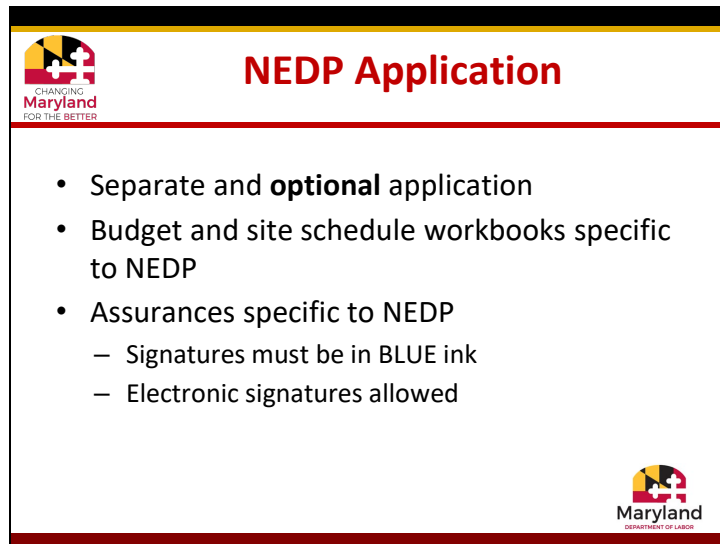- No guarantee that requests will be met

The chart showing the available funds by jurisdiction was created based on the possibility of all jurisdictions applying for this funding. We don't make the assumption that a previous provider will apply for this funding line in FY 24 nor that a program that wasn't previously funded won't do so. You should ask for whatever funds you think you need to run this program. However, we cannot guarantee that you will receive that amount.

Projected expenditures for all proposed IELCE grant activities, including IELCE staff salaries, should be included in the budget narratives.

IELCE costs can be considered in the IELCE funding line and any other applicable AEFLS funding lines.

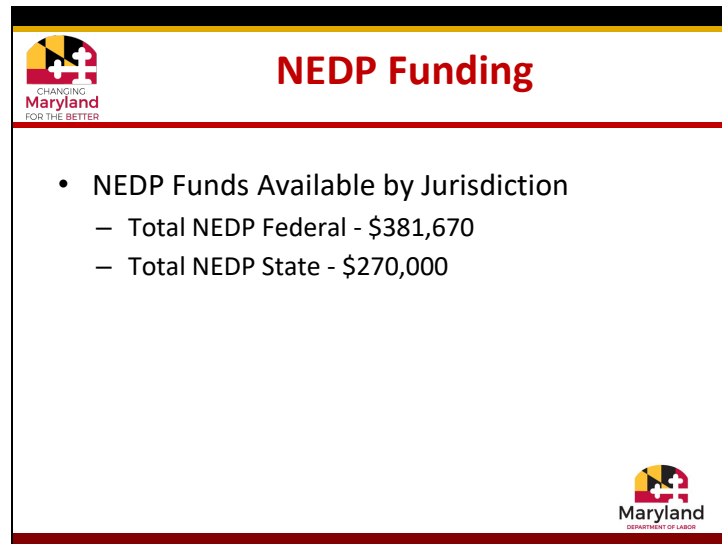* Refer to IELCE Application, IELCE Budget, and IELCE & IET Class Schedule.

NEDP Application

- Separate and **optional** application
- Budget and site schedule workbooks specific to NEDP
- Assurances specific to NEDP
  - Signatures must be in BLUE ink
  - Electronic signatures allowed

NEDP is also an optional application with separate budget and site schedule workbooks that are specific to NEDP. The application also has assurances that are specific to NEDP. Again those signatures must be in blue ink or meet the requirements for electronic signatures.

* Refer to NEDP Application and Assurances, NEDP Budget, and NEDP Schedule.

NEDP Funding

- NEDP Funds Available by Jurisdiction
  - Total NEDP Federal - $381,670
  - Total NEDP State - $270,000

The estimated total NEDP funds available for the period July 1, 2023 through June 30, 2024, based on projected funds for the period, are as follows:

NEDP Federal (Total) -$381,670

NEDP State (Total) - $270,000

The information is not broken down by jurisdiction because NEDP is not offered by all adult education providers in the state.

Projected expenditures for all proposed NEDP grant activities, including NEDP staff salaries, should be included in the budget narratives.

NEDP costs can be considered in the NEDP funding lines and any other applicable AEFLS funding lines.

* Refer to Overview – page 6.

Selected Questions
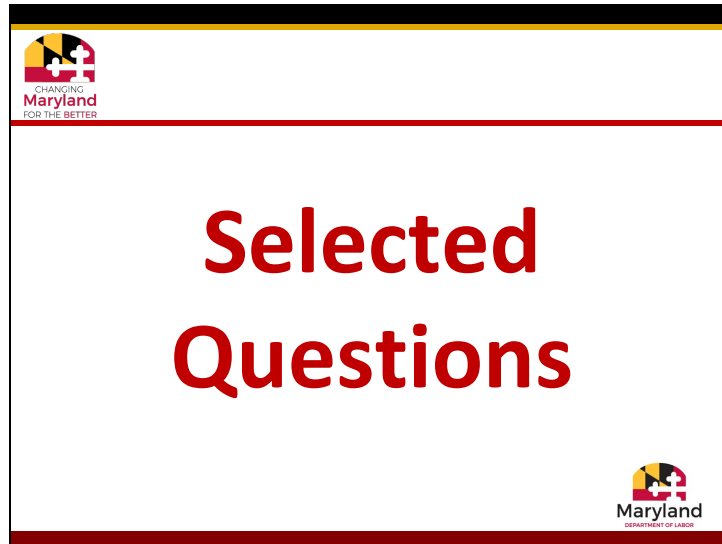
Efforts have been made to answer questions submitted as of January 31 within this Technical Assistance webinar. However, some questions did not fit neatly in the flow of this webinar. Those questions and answers are provided here.

Question 1

- **Question:** Adult Education Services Definition: In accordance with WIOA Sec. 203(1), the term 'adult education' means "academic instruction and education services below the postsecondary level that increases an individual's ability to: Read, write, and/or speak in English and perform mathematics or other activities necessary for attainment of a secondary school diploma or its recognized equivalent". What is the measuring tool for "education below"? Is it passing a GED test or showing improvement? What is the timeline for that performance measure?

- **Answer:** See page 9 of the Basic Education Skills and English Language Assessments for the definition of "basic skills deficient". The link is on page 1 of the Resources. There is no timeline for any performance measure per student. However, programs are held to the performance measure targets from OCTAE for the programs within a fiscal year shown on page 12 of the Overview.

* Refer to Overview – page 3.

Question 2

- **Question:** "The IET must be part of a career pathway. The training proposed must meet local or regional industry needs identified in the local workforce plan. MD Labor strongly recommends that adult education providers plan these activities with the participation of other core program partners, certified training providers, and businesses to develop programs that will meet the needs of a high-demand industry. IET programs should be a component in a comprehensive Career Pathway program." Our program offers academic education services in-house. Would that count as meeting the educational need criteria?

- **Answer:** It depends on the content of the curriculum provided to your students as to whether it meets the required components of an IET.

* Refer to Overview – page 4.

Slide 70

* Refer to Application – page 5.

Question 4

- **Question:** Second question: starting in FY22 the specific IELCE/IET MSGs were added to Table 4 and they counted as an MSG, but this is not on the chart in the application. When I add our numbers to the chart from the final FY22 NRS Table 4, the MSG column will not match with the original final Table since this chart doesn't count those. Is that ok?

- **Answer:** For the Demonstrated Effectiveness chart, only include Educational Functioning Level gains and Secondary School Diploma achievement in calculating the Percentage Achieving Measurable Skill Gains. We realize this may result in a lower Percentage Achieving Measurable Skill Gains than is on your NRS Table 4.

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* Refer to Application – page 5.

Question 5

- **Question:** Is this funding for Maryland's Adult High Schools?
- **Answer:** An eligible organization may submit an application for funding to provide adult education services and activities that are in accordance with the purpose and outcomes of WIOA Title II.

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Additional Questions?

- Submit all questions regarding any document in the application process to Doug Weimer at aels.labor@maryland.gov
- Questions **must** be submitted no later than February 21, 2023 at 4:00 pm.
- Questions and responses will be posted on the MD Labor website.
- Webinar recording and slides will be posted on the MD Labor website.

If you have any additional questions, submit them to Doug Weimer at the email listed here. You must submit your questions by 4:00 pm on February 21 for the question to be answered. All questions and responses, as well as this webinar recording with the slides, will be posted on the MD Labor website.