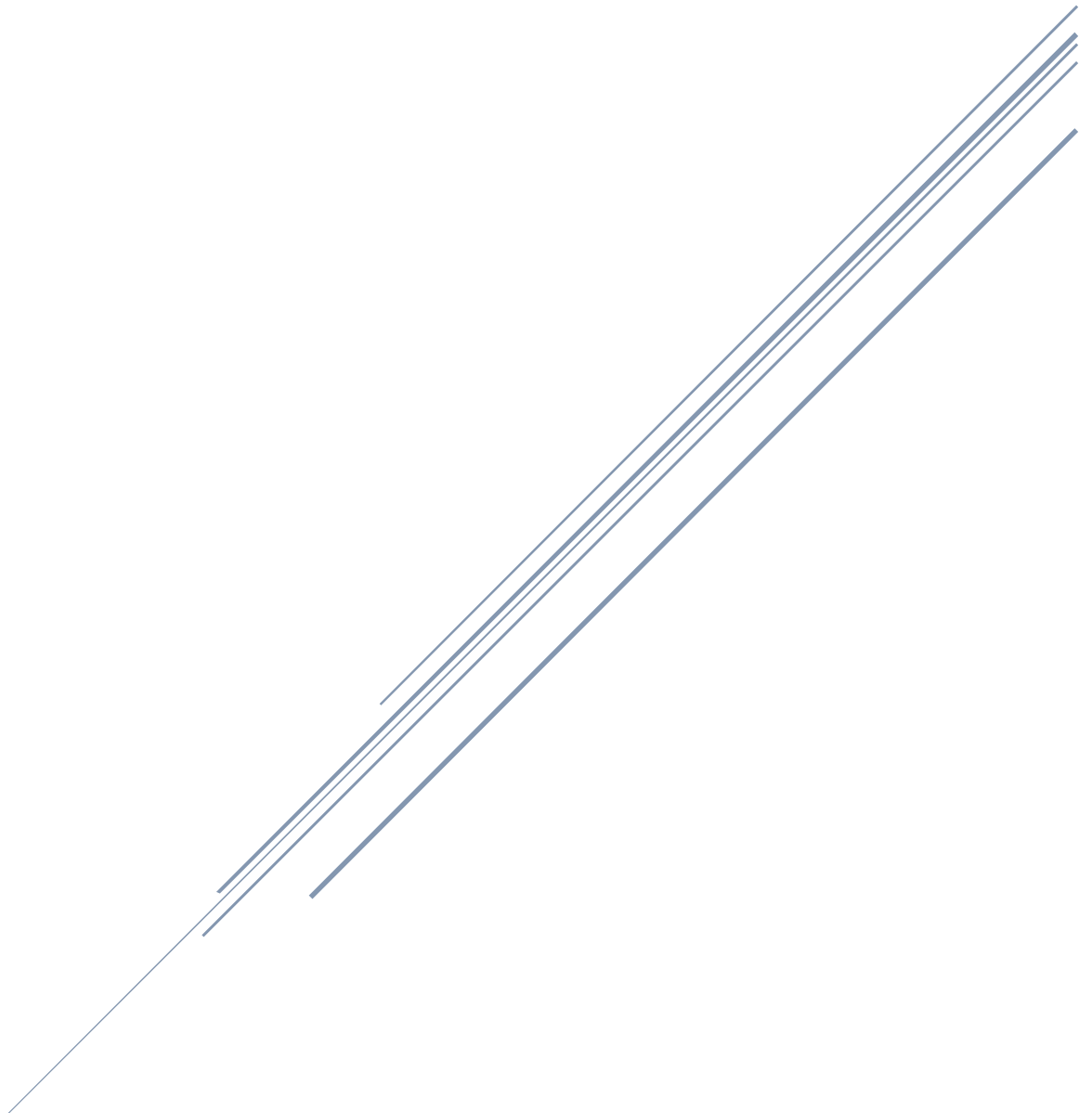


# **WTCS GRANT APPLICATION INSTRUCTION GUIDE (AEFLA) FY2018 - 2021**



# WTCS Grant Application Instruction Guide (AEFLA)

## Fiscal Year 2018 - 2019

The Wisconsin Technical College System (WTCS) Grant Application Instruction Guide (AEFLA) provides the necessary instructions for completing the FY 2018 -2019 WTCS Grant Application Form.

**1) Project number(s) – XX-XXX-XXX-XXX**  
(Applicant ID) (Activity) (Appropriation) (Purpose)

All grant applications must have an assigned project number(s). These project numbers correspond to applicable WTCS or other organization budgets. See **Attachment 7 – AEFLA Project Number List** in the WTCS AEFLA Grant Guidelines to assign a project number to the application.

**Note:** If an eligible provider chooses to address one or more subcomponents in the Comprehensive Services grant, WTCS requires the applicant to **list** Outputs/Activities for each of the subcomponents: **Integrated English Language Learning and Civics (Section 243)** and/or **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**. Include a **separate** budget and Standard Financial Report Form (SFR-1) for costs associated with each of the subcomponents. Each SFR-1 and budget must have **unique** project numbers assigned (XX-XXX-XXX-XXX), which **must be** different from the Comprehensive Services or Special Focus project number.

**2) WTCS applicants:**

- a) If you are applying for a Comprehensive Services grant and your application **does not** include Corrections Education and/or IELCE, enter your total activity cost in **Line A**.
- b) If you are applying for a Comprehensive Services grant and your application **includes** Corrections Education and/or IELCE as output/activities within the application, you must include a separate budget/SFR-1 for each (Corrections Education and/or IELCE). Enter your **combined** total activity cost in **Line A**.
- c) If you are applying for a Special Focus grant enter your total activity cost in **Line B**.
- d) An applicant **must** identify in its application an amount of non-federal funds proposed to be expended on allowable activities. All Maintenance of Effort (MOE) **or** cost sharing funds identified shall be expended on required and/or allowable activities for qualifying adults. Enter this amount in **Line C**. Include where/who the funds are received from (annotate next to **Source**). (Reference the guidelines, page 17, number 6).

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**All other applicants:**

- a) If you are applying for a Comprehensive Services grant and your application **does not** include either subcategory (Corrections Education and/or IELCE), enter your total activity cost in **Line A**.
- b) If you are applying for a Comprehensive Services grant and your application **includes** Corrections Education and/or IELCE as output/activities within the application, you must include a separate budget/SFR-1 for each (Corrections Education and/or IELCE). Enter your **combined** total activity cost **Line A**.
- c) If you are applying for a Special Focus grant enter your total activity cost in **Line B**.
- d) An applicant **must** identify in its application an amount of non-federal funds proposed to be expended on allowable activities. All Maintenance of Effort (MOE) **or** cost sharing funds identified shall be expended on required and/or allowable activities for qualifying adults. Enter this amount in **Line C**. Include where/who the funds are received from (annotate next to **Source**). (Reference the guidelines, page 17, number 6).

3)	<b>Date:</b>	Enter the current date.
4)	<b>Revision:</b>	Select Yes if this is a revision, otherwise select No.
5)	<b>Grant Manager:</b>	Enter the WTCS grant manager name(s).
6)	<b>Project Title:</b>	Title of the project. Limit to one line.
7)	<b>Application Name:</b>	Technical College or agency, organization, etc. name.
8)	<b>Applicant Address:</b>	Technical College or applicant address.
9)	<b>Applicant Contact:</b>	Person submitting the grant.
10)	<b>Applicant Phone:</b>	Current phone number.
11)	<b>Applicant Email:</b>	Current email address.
12)	<b>Plan Coordinator:</b>	Technical College use only.
13)	<b>Plan Coordinator Email:</b>	Technical College use only.
14)	<b>Number to be served:</b>	Projected number of students/individuals to be served or N/A.

**15. A. Status as an Eligible Provider of Demonstrated Effectiveness:**

All applicants **must** submit **Form 5 - Documentation of Demonstrated Effectiveness** in order to be considered for scoring. (**AEFLA Consideration 3**) (See explanatory information on page 12 of the guidelines).

**15. B. Abstract -- in 200 words or less:**

Provide a concise description of how this proposed program will support WIOA Title II related activities. Include:

- a) The purpose of the proposed project;
- b) The most significant outputs addressed in the grant; **and**
- c) The number of students to be served in the grant.

*This information will be shared with local Workforce Development Boards for review and comment.*

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### 15. C. Alignment with local Workforce Development (WDB) Plan:

Describe how your proposed programming aligns with and/or overlaps with your local Workforce Development Board(s) plan(s) when applicable. Include all workforce development area(s) your program operates within. (AEFLA Consideration 4)

*This information will be shared with local Workforce Development Boards for review and comment.*

### 16) APPLICATION COMPONENTS

The Responses to the Thirteen (13) Considerations, Outputs/Activities, and Evaluation/Monitoring process should not exceed twenty (20) pages. Each application **must** use the following format.

#### 16. A. Respond to each of the following Considerations below:

- a) **NEEDS ASSESSMENT AND SERVING INDIVIDUALS MOST IN NEED (0-8 points)**  
Provide information to demonstrate an understanding of the intended service area demographics, labor market information, unemployment data, current and future employer needs and post-secondary enrollment. Describe how the applicant will be responsive to serving individuals in its region who are identified most in need of adult education, including those who have low levels of literacy skills or those who are English Language Learners (ELLs). Describe how the applicant will provide services to individuals with disabilities. (AEFLA Considerations 1 and 2)
- b) **INTENSITY AND QUALITY OF INSTRUCTIONAL PRACTICES AND SERVICES (0-8 Points)**  
Identify the physical location of the program's ABE/ELL services. Describe how the provider's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains. Describe the instructional practices that will be utilized to assure student's instructional level gains, including the essential components of reading instruction. (AEFLA Consideration 5 and 6)
- c) **SCOPE OF SERVICES (0-8 points)**  
Describe the approach to ensuring instructional coverage according to student/employer need. Describe the factors considered in developing the instructional schedule for open-learning labs, scheduled classes and hybrid instruction maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for **not** offering instruction during any periods in excess of two weeks. Describe **if** and/or **how** the program will offer distance learning. Describe how you will coordinate **support services** to enable learners, including individuals with disabilities or other special needs, to achieve learning goals. (AEFLA Considerations 10 and 11)

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- d) **INTEGRATED EDUCATION AND TRAINING; CAREER PATHWAYS (0-8 points)**  
Describe the activities to provide learning in context. Describe activities to provide adult education activities in an Integrated Education and Training (IET) service pattern so students acquire the skills necessary to transition to and complete postsecondary education and training programs and/or obtain and advance in employment leading to economic self-sufficiency and if applying for funding to support IELCE, exercise their rights and responsibilities of citizenship. Describe applicant's coordination with other education, training and social service resources for the support or utilization of career pathways. **(AEFLA Consideration 8)**
- e) **USE AND DELIVERY OF TECHNOLOGY IN INSTRUCTION (0-5 points)**  
Describe how the activities effectively use technology, services and delivery systems in a manner sufficient to increase the amount and quality of learning. Describe how such technologies, services and systems lead to improved student performance. Describe how the activities effectively teach students the skills associated with the use of technology enabling the learner to find, evaluate, organize, create and communicate information. **(AEFLA Consideration 7)**
- f) **STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (0-5 points)**  
Indicate the faculty/staff positions the program plans to support from this funding source (federal) using **Form 2 – Key Personnel Form**. Describe below how this program will support professional development and for whom. **(AEFLA Consideration 9)**
- g) **DATA COLLECTION/REPORTING (0-5 points)**  
Describe the degree to which the applicant maintains a high-quality student data management system that has the capacity to report measurable participant outcomes and to monitor program performance. Describe how often data is reviewed and what signals adjustments to orientation, instruction and assessment. **(AEFLA Consideration 12)**
- h) **ENGLISH LANGUAGE ACQUISITION AND CIVICS EDUCATION (0-3 points)**  
Describe knowledge of the region's need for English language acquisition programs and partnerships. Describe how the applicant will provide ELL services (assessment, instructional services, civics education, integrated employment, and training). **(AEFLA Consideration 13)**

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### 16. B. OUTPUTS, ACTIVITIES and EVALUATION

To aid in writing Title II Outputs & Activities the six (6) required WIOA Performance Indicators have been grouped into three (3) Output Areas for Title II grantees. See [WIOA Performance Indicators Manual](#) for the complete list of performance indicators. **You must address all three (3) output areas in your application.**

See **Attachment 5 – Examples of Outputs, Activities and Evaluation for 16. B. of the WTCS Grant Application (AEFLA)** for examples.

In the application, you may choose to use **landscape orientation** when writing to **Section 16. B only**.

#### Output Area #1: Participant achieved measureable skills gains

**Output 1: Participants will achieve measurable skill gains in language arts, reading and/or mathematics. (Examples)**

<b>Activity A</b>	Administer TABE Test according to WTCS pre/post testing policy.
<b>Target</b>	A minimum of 45 student/participants pre-tested. At least 80% post-tested.
<b>Percentage of funded position(s) for the activity</b>	Test Administrator @ .30 FTE.
<b>Evaluation methods &amp; positions responsible</b>	Test Administrator and Program Director @ .05 FTE will monitor compliance with state and local testing policy.
<b>Activity B</b>	Develop Personal Education Plans (PEPs). PEPs will be accessible by students and reviewed with them periodically per local program policy. Based on student progress, PEPs will be formally updated every 60 days or earlier.
<b>Target</b>	At least 60 students/participants served.
<b>Percentage of funded position(s) for the activity</b>	Four (4) Instructors @ .15 FTE.
<b>Evaluation methods &amp; positions responsible</b>	Program Director @ .10 FTE will monitor PEP development and usage.

Refer to key WIOA Title II elements such as Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), Career Pathways, continued alignment with WTCS Curriculum Standards, digital literacy instruction and/or your program’s coordination with local Workforce Development Boards (WDB)/American Job Centers, etc.

**Note:** If you include Integrated English Literacy and Civics Education (IELCE) and/or Corrections Education in the **Comprehensive Services** application, you **must have** distinct Outputs/Activities to address the two types of programming. Submit separate budgets for each type of programming (WTCS is required by the Department of Education (DOE) to track these activities.)

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**Output Area #2: Attain a recognized secondary or postsecondary credential and are employed or still enrolled in postsecondary education or training program.**

**Output 1: Attain a recognized secondary or postsecondary credential and are employed or still enrolled in postsecondary education or training program.**

<b>Activity A</b>	
<b>Target</b>	
<b>Percentage of funded position(s) for the activity</b>	
<b>Evaluation methods &amp; positions responsible</b>	

**Output Area #3: Obtained, retained and/or upgraded employment.**

**Output 1:**

<b>Activity A</b>	
<b>Target</b>	
<b>Percentage of funded position(s) for the activity</b>	
<b>Evaluation methods &amp; positions responsible</b>	

**Note:** Exclusions: there are a number of WIOA performance indicator participant exclusions. Participants in a correctional institution who remain incarcerated after exiting the program will be excluded from the calculation of all WIOA indicators of performance except **measurable skill gains**. Participants who exit the program due to incarceration, due to medical treatment expected to last more than 90 days, due to entering a 24-hour support facility (i.e. treatment center), due to being called into active military duty for at least 90 days, and participants who deceased during the program year will be excluded from all performance indicator measurements. (WIOA Performance Indicator Manual)

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### 16. C. MONITORING PROCESS

*Provide information about how data will be collected and analyzed to monitor overall project effectiveness. The following elements should be addressed in this section.*

Indicate the following:

- Who (name of program staff and title) will be responsible for reporting client data to the WTCS office. (If applicable)
- Who (name of program staff and title) will direct the data collection for the triannual and final reports?
- Who (name of program staff and title) will provide fiscal accountability and oversight? Include how this will be accomplished.
- How will data be reviewed and the results applied and shared at the local and state level?



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**17) BUDGET (attach to application) (Example)**

Technical College or Organization Name:

Project Number: XX-XXX-XXX-XXX

Project Title:

Line Number	Description	Outputs & Activities Number	Total Amount
1.0 (a) Administration <sup>1</sup>	<b>(Lines 1.0 (b) thru 8.0) x allowable percentage</b>		\$
1.0 (b) Professional Development	Conference registration fees, training	1B	\$
1.0 (c) Infrastructure Costs	Facility rental, utilities and/or maintenance	2A	\$
2.0 Salaries/Fringes	Case Manager/ Basic Ed Instructor @ 35 % of time	1A	\$
3.0 Travel	Intrastate travel including meals and lodging	1A, 2B	\$
4.0 Equipment - Major			\$
5.0 Equipment - Minor			\$
6.0 Software			\$
7.0 Supplies	Instructional or non-instructional materials	3A	\$
8.0 Other			\$
<b>9.0 Subtotal</b>	<b>Total Project Cost (Lines 1.0 (a) thru 8.0)</b>		<b>\$</b>
	<b>Reimbursement Rate Percent</b>		<b>%</b>
	<b>Total Grant Funds Requested</b>		<b>\$</b>
			<b>\$</b>
	<i>MOE or Cost Sharing</i>		<b>\$</b>

<sup>1</sup> Not more than 5% of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where 5% is too restrictive to allow for administrative activities, the eligible provider must negotiate with the WTCS ABE staff to determine adequate level of funds to be used for non-instructional purposes, including carrying out one-stop partner activities (contributing to infrastructure costs of one-stop), planning, administration including carrying out performance requirements, professional development and providing AEL activities in alignment with local plans.

The maximum allowed in the administrative category is 12% of the grant.

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**Budget Lines:** Reference line numbers 1.0 through 8.0, below. *Note: Amounts may be rounded to the nearest dollar or may include dollars and cents.*

**Line 1.0 (a), Administration:** see [Attachment 4 – WIOA Title II Glossary](#).

**Line 1.0 (b), Professional Development:** Professional development for staff identified in the grant.

**Line 1.0 (c), Infrastructure Costs:** Nonpersonal costs for potential contribution towards Job Center shared costs. All costs must be allowable, reasonable, necessary and allocable to the program and all other applicable legal requirements. **(Subpart J, \$463.700)**

**Line 2.0, Salaries/Fringes:** The total costs of all salaries and fringe benefits required to complete the activities excluding salary and fringe costs for contracted services.

**Line 3.0, Travel:** The total of all travel costs excluding travel costs for contracted services.

**Line 4.0, Equipment - Major:** The total cost of all equipment with a cost of \$1,500 or more per item or set.

**Line 5.0, Equipment - Minor:** The total cost of all equipment with a cost of at least \$500 per item or set, but less than \$1,500.

**Line 6.0, Software:** The total cost of all software regardless of cost or function.

**Line 7.0, Supplies:** The total cost of all consumable supplies, books, materials, printing, videos, etc. Equipment items with a cost of less than \$500 per item or set are considered supplies.

**Line 8.0, Other:** The total cost of all items that are not classifiable in lines 1.0 – 7.0 in the budget. E.g., contractual services, honorariums, etc.

**Line 9.0 – Total Project Cost** (Lines 1.0 (a) thru 8.0)

**Note:** the footnote may be removed to allow space for additional lines to keep the budget to a single page. Colleges or other organizations may include additional lines below the MOE or Cost Sharing line for internal use. (e.g. local match)