AEFLA Corrections Grant Basics

Wisconsin Literacy, Inc.

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Agenda

- AEFLA Basics

- Corrections Education Funding

- Basic Funding Requirements

- Components of a Strong Application

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AEFLA Basics

- Adult Education and Family Literacy Act

- Title II of Workforce Innovation and Opportunity Act (WIOA)

- Federal money administered by the Wisconsin Technical College System (WTCS) to eligible providers

- Intended to give adults the opportunity to improve basic skills through high-quality, research-based programs

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Purpose of AEFLA Funding

- Adults become economically self-sufficient

- Parents support children's education; increase family income

- Adults attain a GED/HSED; become employed and/or transfer to postsecondary education

- ELLs improve English and math skills; understand American government and responsibilities of citizenship

- Providers align with local industries; Integrated Education and Training

- Personal Education Plans (PEPs) help leaners meet their individual educational and career goals

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Categories of Grant Funding

Comprehensive Service

Organization or consortium provides comprehensive adult basic education services within a WTCS district

Special Focus

Organization or consortium serves a high-need population or addresses an identified, unmet need

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Corrections Education

Corrections Education can be:

- emphasis of a Special Focus application, or
- subcomponent of a Comprehensive Services application

Funds can be support programs for adult criminal offenders:

- ABE, Literacy, ELL, and Civics Education
- GED/HSED
- Peer Tutoring in ABE/ELL
- Integrated Education and Training, and Career Pathways' related services
- Workforce Preparation (employability skills)

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Corrections Education

Funded programs must:

- promote self-sufficiency and community responsibility

- prioritize individuals who are likely to be released within 5 years

- establish an advisory committee for effective local coordination between the justice system and Title II educational programming

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Eligible Providers

1. Are Wisconsin-based:

    - local educational agency, institution of higher education

    - community-based organization, volunteer literacy organization

    - faith-based organization, Library, public housing authority

    - consortium of 2 or more agencies listed above or an agency and employer

2. Demonstrate past effectiveness through **performance data*** on:

    - improved basic literacy skills (NRS),

    - employment gains, and

    - educational gains (GED/HSED attainment, transition to postsecondary ed.)

3. Align with local Workforce Development Board

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Eligible Providers

4. Recruit, orient, enroll, assess, instruct and retain eligible adult learners:
   - develop a Personal Education Plan (PEP)
   - address learner barriers
   - collect social security numbers to track employment **(strongly encouraged)**

5. Provide basic skills instruction that:
   - integrates technology
   - follows WTCS College and Career Readiness Standards-aligned curriculum
   - includes pre- and post-assessment using TABE / TABE CLAS E

6. Employ qualified staff and provide professional development

Eligible Individuals

- 18 years or older

- Live in Wisconsin

- Not enrolled or required to be enrolled in high school

- Have a documented need:

  - no high school diploma or equivalent

  - basic skills deficiencies, according to TABE assessment

  - English Language Learners, according to TABE CLAS E and/or Best Plus

Required Considerations for Funding

1. Ability to address needs identified in local workforce development plan **and** serve adults with limited literacy and/or English proficiency

2. Ability to serve people with disabilities, including learning disabilities

3. Past success helping adults improve literacy levels

4. Alignment with goals of the Workforce Development Board (WDB)

5. Programs are rigorous, research-based and include essential components of reading instruction

6. Instruction is based on best practice from scientifically valid research and effective education practice

7. Technology is used to increase the amount and quality of learning

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Required Considerations for Funding

8. Learning in context; Integrated Education and Training (IET)

9. Staff meet minimum qualifications and access quality professional development

10. Collaborations with local education, training and social service agencies

11. Flexible schedules and support services (childcare, transportation, career planning, etc.)

12. High-quality information management system to track and report measureable participant outcomes and monitor program performance

13. Local community has demonstrated a need for services

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Next Steps

1. Organize your thoughts (with your local jail)

2. Compile data that illustrates past success

3. Plan with your community partners
   - Local tech college
   - Workforce Development Board
   - W-2 providers

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