

Putting Florida's Adult Learners First:

Adult Education And Family Literacy Act
2024-2025 Grant Continuation

Consolidated Adult General Education (AGE),
Integrated English Literacy and Civics Education (IELCE),
and Corrections Education Discretionary Competitive Grants

**IMPLEMENTATION GUIDE
2024-2025**

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Purpose of the AEFLA Application Implementation Guide

The Florida Department of Education (FDOE), Division of Career and Adult Education (DCAE), offers this Implementation Guide as a resource for agencies submitting applications for funding under the Workforce Innovation and Opportunity Act (Public Law 113-128 (29 U.S.C. Sec. 3101, et. Seq.)) of 2014, Adult Education and Family Literacy Act (Title II). Regulations and guidelines governing programs are codified in the Code of Federal Regulations (CFR), Title 34 CFR Parts 461, 462, 463 et al. and Title 2 CFR 200—Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance). Applicants should also read the State of Florida WIOA Unified Plan Two-Year Modification to understand Adult Education’s role as a core partner in Florida’s Workforce Development System. Florida is currently working on the release of the 2024-2028 WIOA State of Florida Combined State Plan. Florida is committed to ensuring adult learners have access to high quality education and training opportunities. Through the Request for Application (RFA), Florida’s adult learners will earn tangible learning gains that propel them toward gainful employment and lifelong success.

The purpose of this guide is to provide eligible applicants with an understanding of major changes within the 2023-2026 RFA cycle and state requirements developed to complement the new direction for adult education. The Implementation Guide serves as a resource to provide qualified applicants with guidelines, instructions and key information necessary to understand the application process and, ultimately, submit a successful grant application to support adult education programs and students.

The 2024-2025 Implementation Guide is organized into the following four sections:

SECTION 1

Overview of the Workforce Innovation and Opportunity Act and Title II, Adult Education and Family Literacy Act

SECTION 2

The Basics for Getting Started

SECTION 3

Narrative Requirements and the Consolidated Grant Excel Workbook

SECTION 4

Supplemental Funding Opportunities for Collective Grant Applications

SECTION 1: Overview of the Workforce Innovation and Opportunity Act and Title II, Adult Education and Family Literacy Act

Workforce Innovation and Opportunity Act (WIOA)

The federal Workforce Innovation and Opportunity Act (WIOA) was enacted into law on July 22, 2014 (Public Law No. 113-128), and replaces its predecessor the Workforce Investment Act (WIA) of 1998. WIOA provides direction, guidance and important updates for the workforce system in every state. The law prioritizes a market-driven approach to talent development to prepare individuals seeking employment in the jobs of today and the future. Moreover, added emphasis is placed on the need for access to integrated workforce services for all individuals to positively and permanently impact the ability to obtain family-sustaining wages.

The WIOA is comprised of five titles (see below) that include the following required core programs: Adult; Dislocated Worker; Youth; Adult Education and Family Literacy Act (AEFLA); Wagner-Peyser Act and Vocational Rehabilitation, including Blind Services.

Titles of the Workforce Innovation and Opportunity Act of 2014

Title I	Workforce Development Activities
Title II	Adult Education and Family Literacy Act (AEFLA)
Title III	Amendments to the Wagner-Peyser Act
Title IV	Amendments to the Rehabilitation Act of 1973
Title V	General Provisions

To foster collaboration and integration, WIOA requires each state to submit a plan outlining the strategic vision of, and goals for, how the workforce development system will achieve the purposes of the WIOA. The [State of Florida WIOA Unified Plan Two Year Modification](#) serves as our 4-year action plan (2021-2024) to develop, align and integrate programs across core workforce partners and provide a platform for achieving strategic and operational goals. Florida is currently working on amending the 2024-2028 WIOA State of Florida Combined State Plan, which will:

1. Enhance alignment and market responsiveness of workforce, education and economic development systems through improved service integration that provides businesses with skilled, productive and competitive talent and Floridians with employment, education, training and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers and lifelong learning.
2. Promote accountable, transparent and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices, and empowers an effective and efficient workforce delivery system.
3. Improve career exploration, educational attainment and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and post-secondary education opportunities.

WIOA Title II, Adult Education and Family Literacy Act (AEFLA)

The AEFLA, Title II of WIOA, is the principal source of federal funding for adult education programs across the country. The AEFLA presents an extraordinary opportunity to improve the quality of life for Floridians needing the knowledge and skills necessary for employment and economic self-sufficiency. The services provided under the AEFLA are intended to lead to further education, training opportunities and work. The AEFLA seeks to increase opportunity in the educational and workforce development of adults as workers, parents and citizens. While playing a critical role in adult attainment of a secondary school diploma, the AEFLA also aims to assist in the transition to postsecondary education and training with the integrated education and training (IET) service delivery approach.

Florida's Vision for Adult Education

The vision of Florida's Adult Education System is to hold learners at the center and deliver outcomes that promote full participation in the workforce, resulting in high-quality credentials of value and increased performance. This strategic vision requires a combination of new innovations and the support of thousands of individuals both inside and outside of Florida's WIOA Workforce System.

The FDOE's vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy and digital literacy skills, and the acquisition of industry-recognized credentials, postsecondary certifications and degrees in the state's high growth priority sectors. The FDOE understands this vision and strategic direction is needed to realize adult education's expanded workforce development and transition to a postsecondary mission. Both strengthening adult education's role as an integral part of the state's education system and the importance of preparing all students to be globally competitive for college and career are imperative.

Adults who have the added responsibility of a young child and are without adequate childcare are often unable to avail themselves of the kind of educational opportunities that ensure economic prosperity. This population represents a significant number of Florida's adult education learners. In other words, core differences in adult education literacy and numeracy rates, the ability to access quality childcare and other social service benefits impact adult learners. These factors affect school readiness and success, which in turn affects eventual earning potential, but they also exacerbate their ability to access life-changing educational and professional opportunities.

Florida's Strategic Priorities

Strategic priorities are the core building blocks for realizing Florida's strategic vision for adult education that holds learners at the center and delivers outcomes that promote full participation in the workforce, resulting in credentials of value, and increased performance. The 2024-2025 RFA is organized by the following four priorities:

PRIORITY 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

PRIORITY 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.

PRIORITY 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to

increase outcomes for all participants.

PRIORITY 4: Incent, measure and support enhanced program effectiveness.

Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

Responding to regionally based labor market needs is at the heart of the education and workforce development systems. Within a regional partnership, there is a much greater level of integration of stakeholders. Key partners, such as adult education, workforce boards, economic development agencies, postsecondary partners, employer organizations and associations, employers and community-based organizations, among many others, work together to break-down a traditional system of silos to improve student outcomes.

FDOE's strategic vision presents opportunities for adult education and core WIOA partners, programs and learners to adapt and respond in different ways to dynamic economic conditions, shifting to new ways of working together and partnering differently. To translate this vision into action, FDOE issued this RFA as a continuation of the 2023-2026 three-year grant, with two types of applications: A) an *individual* adult education provider application, and B) a *collective* adult education provider application.

The collective adult education provider proposal introduced in the 2023-2024 RFP competition year was a new initiative aiming to strengthen regional partnerships and support agencies and organizations in choosing to collaborate under a single fiscal agent to provide adult education services across two or more counties. The intent of the *collective* provider proposal was to support the development of regional partnerships to:

- Provide a full spectrum of services for all adult learners, including transitions to postsecondary education and employment;
- Braid state and federal funding, public systems assets and resources for greater impact.
- Communicate and share regional issues and best practices;
- Coordinate outreach to regional businesses;
- Promote regional labor market and skills gap analyses, identify credentials of value needed and coordinate for employment in target sectors;
- Conduct strategic planning by engaging a wide array of partners;
- Respond jointly to funding opportunities; and
- Unite if/when regionally disruptive events like business closures or weather-related events occur.

The decision to support two types of grant proposals was made following a year of research, engagement and collaboration with Florida's adult education providers, core workforce partners and additional stakeholders in 2022. These efforts included a statewide needs assessment for adult education (conducted in 12 working regions) and stepwise strategic planning aimed at identifying localized gaps in service and regional opportunities to leverage the expertise and strengths amongst providers, partners and stakeholders.

The option to submit either an *individual* or *collective* grant proposal recognized the potential power of partnerships and collaborative networks in ensuring adult learners have broad access to a range of programs and services while also understanding the 1) individualized needs and sometimes geographically isolated nature of adult education programs across our state and, 2) the difficulty associated with developing fiscal relationships across multiple agencies. However, it is important to

note that all adult education providers should be prepared to submit a collective application in subsequent grant cycles.

Priority 2: Expand the state’s talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.

This priority promotes attainment of credentials of value and the alignment of adult education and training programs to high-quality, high-wage credentials of value. To do so adult education programs must:

1. Drive career pathways and credentials offered through IET and family literacy (also referred to as two-generation) approaches between partners and provide incentives for completion.
2. Design postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs. Adult education redesign efforts must link to current statewide postsecondary education attainment goals to make Florida number one in workforce education by 2030.

IETs, by design, facilitate a provider strategy leading to increased partnerships, better student transitions and meeting the demands of today’s students for relevant employment-related learning. Further information on IET program development is available in Appendix C.

Compelling evidence shows facilitating student transitions into further levels of learning pays off. This is the driving force behind transition models, such as IET. IET models are one of the most effective innovations to date, as they ensure adult learners have access to credentials of value. Through IET programs, adults seek goal-oriented, relevant, practical knowledge. Students with family and work responsibilities can offset the opportunity costs of education when IET truly leads to educational and economic mobility.

To be part of a comprehensive career pathway, IET programs are required to have a broad cluster/sector or specific occupational focus and robust participant support. Focusing on sectors that have value in the regional labor market provides greater opportunity for quality employment. A second core feature is that IETs create access for all levels of learners, such as “on ramps,” from the first levels of basic education or English language acquisition to high school diplomas or equivalency completion, to advanced training, credentials and degrees.

Credentials of value help qualify an individual for employment in an industry or sector that offers at least a family-sustaining wage or allows an individual to move up in an industry that requires the credential to advance. Credentials of value should be portable and transferable among employers within an industry, allowing people choice and flexibility to move between jobs. The term, credentials of value, is synonymous with WIOA’s definition of recognized postsecondary credential (section 3(52)) -- *a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.*

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for all participants.

This priority articulates Florida’s vision to put forth a learner-centered system that is responsive to adult learners, especially working adults, and that provides learners with the workforce skills they are seeking through advancement of the following strategies:

- Set high standards for teaching and learning;

- Advance higher levels of educational achievement for now and future generations with two-generation approaches;
- Ensure high quality online learning and expanded use of digital learning with supports for students and instructors; and
- Drive two-generation approaches that focus equally and intentionally on services and opportunities for adults and their children to ensure independence and to help break the cycle of poverty.

Priority 4: Incent, measure and support enhanced program effectiveness.

This priority places particular emphasis on the critical role qualitative and quantitative data play in driving continuous improvement in adult education programs. A commitment to the ongoing development of a comprehensive program performance monitoring system with providers to ensure reporting, data analysis and continuous improvement practices to support learner and program outcomes will be supported during the life of the two-year transition period and set a foundation for transition to a regional delivery approach.

SECTION 2: The Basics for Getting Started

KEY POINTS

- Grant applications are DUE no later than April 19, 2024.
- Applicants seeking to continue funding from the 2023-2024 grant cycle may submit a continuation RFA for an Adult General Education Grant and/or an Integrated English Literacy Civics Education Grant and/or a Corrections Education Grant by submitting one consolidated application.
- The Consolidated Adult Education RFA supports the continuation of the three-year grant cycle beginning on July 1, 2023, and ending June 30, 2026. Funding is contingent upon an annual renewal process.
- While this RFA is consolidated, FDOE is currently accepting **TWO** types of grant applications: A) an *individual* adult education provider application, and B) a *collective* adult education provider application. **Please note that the grant application narrative and workbook must align with the same type of proposal submitted in the previous year, whether individual or collective.** The grant application narrative and workbook can **ONLY** be submitted for **ONE** application type.
- Funded programs are responsible for aligning with their Local Workforce Development Board's Plans, collaborating with the local one-stop and collecting and reporting required demographic and performance data.

What are the federal funding streams?

FDOE awarded multi-year grants to eligible adult education providers in 2023-24 to develop, implement and improve adult education and literacy in Florida. The following briefly describes the three available grants for which agencies may submit continuation applications for 2024-25. See Appendix A in the Request for Application for allocations.

Federal Funding Streams

In this consolidated grant application, eligible providers may only apply for funds in federal funding streams that they were awarded in the 2023-24 RFP year, including AGE, IELCE and Corrections Education.

- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA);
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- WIOA Section 225: Corrections Education and Other Institutionalized Individuals

Applicants will be required to identify the WIOA programs (Section 231, Section 243, Section 225 or a combination of sections) for which funding is being sought in the application.

All three grants in this consolidated application detail the following critical features:

- Funding purpose
- Eligible populations to be served
- Eligible providers authorized under WIOA to provide services
- Funding amounts made available
- Budget and program performance period
- Application due dates and other related timelines and contact information

- Critical federal and state information such as administrative and indirect costs
- Income and equipment purchases, record retention, allowable and unallowable expenditures
- Electronic method of submission and conditions for acceptance
- Method of application review

Eligible providers who have been previously awarded the grant and are submitting an updated RFA from the previous 23-24 RFP year are strongly encouraged to carefully examine this information. This examination should focus on updating outdated information, assessing eligibility, evaluating capacity to provide services and ensuring the ability to adhere to the state and federal requirements outlined in the application(s).

What programs and activities are allowed by each federal funding stream?

Adult General Education (AGE), Section 231, TAPS# 25B022

In Florida, Adult General Education includes instructional programs that provide Adult Basic Education (ABE), Adult Secondary Education (ASE) and may include English Language Acquisition (ELA).

Funds made available through AEFLA are purposed to supplement (not supplant) other state or local funds expended for adult education and literacy activities. Funding is made available to eligible providers for the following adult education and literacy activities as defined in Section 203(2):

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities
- Integrated Education and Training.

In accordance with AEFLA Section 231(a-b), allocated funds enable eligible providers to develop, implement and improve adult education and literacy activities within the state and operate programs that provide such activities including programs that provide such activities concurrently.

Pursuant to AEFLA, Section 203(9) (A-D), Family Literacy Education supports and improves two-generation programs statewide through the following activities:

1. Two-generation models for both parents and children for pre-school and other child-literacy oriented services and adult education and literacy activities that lead to workforce preparation and readiness for postsecondary education or training, career advancement and economic self-sufficiency.
2. Interactive literacy and literacy achievement between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. An age-appropriate education to prepare children for success in school.

Corrections Education and Other Institutionalized Individuals, Section 225, TAPS# 25B021

Pursuant to AEFLA, Section 225(a-e), Programs for Corrections Education and Other Institutionalized Individuals, funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

- Adult Education and literacy activities
- Special education programs as determined by the eligible agency
- Secondary school credit
- Integrated education and training
- Career pathways
- Concurrent enrollment
- Peer tutoring
- Transition to re-entry and other post-release services with the goal of reducing recidivism
- Integrated Education and Training

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Applicants providing services under Section 225 must indicate so in the submitted application and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this continuation application will apply to grantees funded under Section 225.

State Requirement: Local providers may apply for up to \$100,000 per application; State Governmental Agencies may apply for up to \$1,000,000.

Integrated English Literacy and Civics Education, Section 243, TAPS# 25B023

Pursuant to AEFLA, Section 243 (c) **Integrated English Literacy and Civics Education**, 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 activities of the program.

The Integrated English Literacy and Civics Education (IELCE) program funded through Section 243 includes education services provided to English language learners who are adults, including professionals with degrees and credentials earned in their native country. These services enable 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. Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension);
- Literacy (reading and writing);
- Civics education (the rights and responsibilities of citizenship and civic participation); and
- Integrated Education and Training (IET).

WIOA [§134(C)(3)(D)] defines IET as a service approach which provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupational cluster.

Applicants providing services under Section 243 must indicate so in the submitted application and responses to narrative questions must address the provision of services to the IELCE program. All assurances and requirements described in this continuation application will apply to grantees funded under Section 243.

The table on the following page serves as a quick guide to allowable activities for each funding stream.

Allowable Activities by Federal Funding Stream

Funding Stream	Programs Included in Funding Stream	Allowable Activities
Federal (AGE) (AEFLA Section 231) TAPS# 25B022	<ul style="list-style-type: none"> • Adult Basic Education, Adult Secondary Education OR English Language Acquisition • Integrated Education and Training (IET) • Integrated English Literacy and Civics Education in combination with IET • FDOE Requirement: Eligible provider can ONLY use AEFLA funds to support DOE approved IET programs. 	<ul style="list-style-type: none"> • Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities of citizenship and civics participation
Federal (AGE) Corrections Education (AEFLA Section 225) TAPS# 25B021	<ul style="list-style-type: none"> • Literacy activities • Secondary School Credit • English Language Acquisition Activities • Integrated Education and Training (IET) • Workplace Preparation and Training Activities • Special Education Programs as determined by the eligible agency. • Concurrent Enrollment • Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. • Eligible provider can ONLY use AEFLA funds to support FDOE-approved IET programs. 	<ul style="list-style-type: none"> • Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities of citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities
Federal (IELCE) (AEFLA Section 243) TAPS# 25B023	<ul style="list-style-type: none"> • Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET) • Eligible provider can ONLY use AEFLA funds to support FDOE-approved IET programs. 	<ul style="list-style-type: none"> • English Language Instruction • Rights and responsibilities of citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities

Who can apply in a continuation year?

Eligible providers who were awarded funding during the 2023-2024 Competitive RFP are now eligible to apply for continuation funding. This application marks the second year of the comprehensive plan. Eligible providers are expected to emphasize their ongoing commitment to delivering consistent, high-quality adult education instructional services.

An “eligible provider” is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities (WIOA Title II Section 203(5); 34 CFR 463.23).

These organizations may include, but are not limited to:

- a. local educational agencies
- b. community-based or faith-based organizations
- c. volunteer literacy organizations
- d. institutions of higher education
- e. public or private nonprofit agencies
- f. libraries
- g. public housing authorities
- h. consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section
- i. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals
- j. partnerships between employers and entities described (a) through (i) of this section

What are the conditions for acceptance?

The requirements listed below should be met for applications to be considered for review:

1. Application is received in the Office of Grants Management via ShareFile within the timeframe specified in the RFA.
 2. Application includes required forms: DOE 100A Project Application Form, Project Narrative and Excel Workbook, which includes the DOE 101S Budget Narrative Form.
 3. All required forms must have the assigned TAPS Number included on the form.
 4. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
- NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to DOE 100A when the application is submitted.
 - An “electronic signature” means an electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
 - The department will accept a scanned or PDF copy of a hardcopy signature as an electronic signature.
 - The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

Formatting of Grant Application Narrative

1. Place all items submitted in the order specified in the application checklist.
2. Double spaced (this does not include tables and charts).
3. Single-sided pages.
4. Complete the narrative using the same sequence presented in the RFA.
5. Application Narrative: maximum 50 pages. This does not include any required forms, attachments and/or other specified information.
6. Do not submit unrequested materials such as: newspaper articles, brochures and/or agency manuals with this application.
7. Narrative questions from the RFA must be included in the application even if there are NO PLANNED CHANGES. See example below.

Example of NO PLANNED CHANGE

When completing the narrative questions of the 2024-25 RFA, eligible providers are encouraged to utilize their 2023-24 RFP narrative. Applicants should update any outdated information, respond to any new prompts in the narrative, and use the verbiage 'NO PLANNED CHANGES' for all subsections that do not require updates. The example below demonstrates how an applicant's narrative response should be formatted when there are no required updates.

G. Technology and Online Learning

1. Describe how the program will integrate the use of technology into class instruction including the following:
 - a. how the instructor will use technology as a classroom tool;
NO PLANNED CHANGES
 - b. how students will use technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;
NO PLANNED CHANGES
 - c. how digital literacy skills are integrated into workforce preparation and IET programs;
NO PLANNED CHANGES

Please note that usage of 'NO PLANNED CHANGES' is only applicable to the continuation narrative questions. 'NO PLANNED CHANGES' should **NOT be used in grant workbook, this includes (**Budget Narrative, Form DOE 101S**) for each funding stream **AGE WIOA Section 231 (Tab L)**, **Corrections Education WIOA Section 225 (Tab M)** and/or **IELCE WIOA Section 243 (Tab N)**. Ensure that all sections of the Excel workbook applicable to your grant application are updated.

How do I submit a grant application?

This is a consolidated Adult Education RFA that allows eligible providers to submit a single grant narrative to FDOE for specific funds to support allowable programs and activities under the AGE, IELCE and Corrections Education grant funding streams. It is important to note that the submission of the consolidated RFA narrative and workbook through the Office of Grants Management's Sharefile

Folder is a critical step in the application process. Specific attention should be given to correctly following all instructions for submission. Failure to do so may result in delays in reviewing applications.

What application types are accepted?

FDOE is accepting **TWO** types of grant applications: A) an *individual* adult education provider application, and B) a *collective* adult education provider application. It's important to note that the grant application narrative and workbook must align with the same type of proposal submitted and approved in the 2023-2024 Request for Proposal (RFP), whether individual or collective. Eligible providers are required to submit an updated or revised RFA version of their agency's original grant proposal.

Below are general descriptions of the two types of applications:

A. Individual Provider Application

Individual provider grant applications may include narrative and support for services provided in a single county, therefore applying for allocated funding amounts in each funding stream for that one county, in whole or in part.

B. Collective Provider Application

Collective provider grant applications must include narrative and support for services provided in a defined geographic area that includes two or more counties where adult education will be delivered. Collective provider grant applications must identify one agency that will act as the lead for the collective. The lead agency shall submit a single grant application on behalf of the collective outlining a plan to provide adult education and literacy activities throughout the defined geographic area, explaining the roles and responsibilities of each member agency.

The lead agency shall serve as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for FDOE. The lead agency is responsible for overseeing the implementation of the grant including the project plan, grant project monitoring and fiscal management. All collective members are subject to the terms and conditions of the grant award, federal requirements and state policies.

Demonstrated effectiveness data from each member of the collective will be evaluated to determine if each member is an eligible provider of adult education. Each collective member agency must be determined by FDOE to be an eligible provider of demonstrated effectiveness for the collective application to be forwarded for review, scoring and consideration for funding.

Due to the nature of collective provider grant applications and geographic service areas covering multiple counties, all collective provider applications **must include** narrative and support for **both AGE and IELCE** funding streams for consideration. Additionally, collective provider applications must include assurances to protect individual county funding allocations in service of adult learners in that geographic area.

Who do I contact with grant application questions?

After reviewing all application materials including the RFA and Implementation Guide, eligible applicants may submit questions to the FDOE office. Questions must be submitted in writing to Carol.Bruner@fldoe.org.

How do I submit a grant application to the FDOE?

A grant application can only be submitted to the FDOE through the Office of Grants Management's ShareFile Folders. The Office of Grant Management will create a cloud-based ShareFile account and folder specific to your agency and each TAPS number according to the information submitted in your agency's Intent to Apply.

Once ShareFile Folders have been created and assigned, all required application materials must be submitted electronically to the Office of Grants Management via ShareFile Folders as specified in the table below. When using the file naming convention, collective provider applications should reflect the agency name and number of the lead fiscal agent.

When reviewing submission instructions, specific attention should be given to the federal funding source(s) requested by your agency's grant application. If more than one funding source is being applied for multiple uploads of the same grant narrative and workbook will be **required** with **different** naming conventions based on the funding stream (AGE, IELCE, Corrections or a combination of sections) and corresponding ShareFile folder. A DOE 100A specific to the TAPS# and funding source will also be required for submission to its corresponding ShareFile folder. DOE100A forms specific to each funding source can be found in the Appendices.

If you have questions regarding the submission of your grant application to ShareFile, please review all RFA documents provided and the streamed and recorded funding webinars prior to submitting questions to the FDOE.

Grant Application ShareFile Submission Instructions

All required forms must be submitted electronically to the Office of Grants Management via ShareFile Folders as specified in the table below. When using the file naming convention, collective provider proposals should reflect the agency name and number of the lead fiscal agent.

Request Type	Files to Upload
<p>If applying for AGE Funds Only</p> <p>TAPS# 25B022</p>	<p><u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A. 2. Grant Narrative Section (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_AGE Narrative.pdf. ○ Replace the number “999” with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_AGE AEFLA workbook.xlsx. • Replace the number “999” with your agency grant number

Request Type	Files to Upload
<p>If applying for IELCE Funds Only</p> <p>TAPS# 25B023</p>	<p><u>Upload all IELCE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB023_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for IELCE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A. 2. Grant Narrative Section (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_IELCE Narrative.pdf. ○ Replace the number “999” with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name IELCE AEFLA workbook.xlsx. <p>Replace the number “999” with your agency grant number</p>

Request Type	Files to Upload
<p>If applying for Corrections Funds Only</p> <p>TAPS# 25021</p>	<p><u>Upload all Corrections files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for Correction Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A. 2. Grant Narrative Section (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_Corrections Narrative.pdf. ○ Replace the number “999” with your agency grant number 3. IET Program of Study(ies) for <u>NEW</u> IET Programs requiring approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_Corrections AEFLA workbook.xlsx. <p>Replace the number “999” with your agency grant number</p>

Request Type	Files to Upload
<p>If applying for AGE and IELCE Funds</p> <p>TAPS# 25B022</p> <p>AND</p> <p>TAPS# 25B023</p>	<p>Upload to multiple folders will be required as follows:</p> <p><u>Upload all AGE files via ShareFile folder</u></p> <p>AgencyNumber_AgencyName_XXB022_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> • See note below regarding the DOE100A. 2. Grant Narrative Section for AGE and IELCE (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_AGE-IELCE Narrative.pdf. ○ Replace the number “999” with your agency grant number 1. IET Program of Study(ies) for <u>NEW</u> IET Programs requiring approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_AGE-IELCE AEFLA workbook.xlsx. • Replace the number “999” with your agency grant number <p><u>Upload all IELCE files via ShareFile folder</u></p> <p>AgencyNumber_AgencyName_XXB023_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for IELCE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A <p><u>AND</u> Files 2-4 above with the same naming convention</p>

Request Type	Files to Upload
<p>If applying for AGE and Corrections Funds</p> <p>TAPS# 25B022</p> <p>AND</p> <p>TAPS# 25B021</p>	<p>Upload to multiple folders will be required as follows:</p> <p><u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A. 2. Grant Narrative Section for AGE and IELCE (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_AGE-CORRECTIONS Narrative.pdf. ○ Replace the number “999” with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_AGE-CORRECTIONS AEFLA workbook.xlsx. • Replace the number “999” with your agency grant number <p><u>Upload all Corrections files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for Corrections Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A <p><u>AND</u> Files 2-4 above with the same naming convention</p>

Request Type	Files to Upload
<p>If applying for AGE, IELCE, and Corrections Funds</p> <p>TAPS# 25B022</p> <p>AND</p> <p>TAPS# 25B023</p> <p>AND</p> <p>TAPS# 25B021</p>	<p>Uploading to multiple folders will be required as follows.</p> <p><u>Upload all AGE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB022_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for AGE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A. 2. Grant Narrative Section for AGE, IELCE and Corrections (PDF) <ul style="list-style-type: none"> • Combine narrative into one single PDF file, including attachments • File Naming Convention: <ul style="list-style-type: none"> ○ 999_Agency Name_AGE-IELCE-CORRECTIONS Narrative.pdf. ○ Replace the number “999” with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number “999” with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) <ul style="list-style-type: none"> • File Naming Convention: <ul style="list-style-type: none"> • 999_Agency Name_AGE-IELCE-CORRECTIONS AEFLA workbook.xlsx. • Replace the number “999” with your agency grant number <p><u>Upload all IELCE files via ShareFile folder</u> AgencyNumber_AgencyName_XXB023_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for IELCE Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A <p><u>AND</u> Files 2-4 above with the same naming convention</p> <p><u>Upload all Corrections files via ShareFile folder</u> AgencyNumber_AgencyName_XXB021_submitcontinuation</p> <ol style="list-style-type: none"> 1. DOE 100A for Corrections Funds Request (PDF) <ul style="list-style-type: none"> • See *note below regarding the DOE100A <p><u>AND</u> Files 2-4 above with the same naming convention</p>

SECTION 3: Narrative Requirements and the Consolidated Grant Workbook

KEY POINTS

- This continuation grant application serves as year two of the comprehensive plan where eligible providers **must** articulate their continuous delivery of quality adult education instructional services. The written narrative should comprise any updates and changes related to 2024-2025 year two of their continuation adult education program implementation.
- When responding in the narrative section, eligible providers (individual or collective) must address adult education activities and services related to **each** federal funding stream for the 2023-2027 funding period. For example, if applying for AGE, Corrections and IELCE funds, the narrative response must address specific details related to all three programs. Collective provider grant applications must address activities and services in each federal funding stream for the entire geographic region.
- Separate IET programs are required for AGE, Corrections Education and IELCE programs.
- AGE and IELCE funds may be used to support Family Literacy (Two-Generation) activities.
- In the **Budget Narrative** each eligible provider (individual or collective) will be required to submit a separate DOE101S Budget Narrative Form to outline proposed allowable costs and activities per funding stream. If a grant application is approved for the funding stream, FDOE will create separate project numbers for each and will issue individual DOE 200 Award Notifications per funding stream. Providers will be required to maintain separate fiscal records.
- Funded programs are responsible for aligning their plans with their Local Workforce Development Board's Plans, collaborating with the local one-stop and collecting and reporting required permissible demographic and performance data.
Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIOA Title II AEFLA grant.

The purpose of this section is to provide an overview of the narrative components of all three grants included in the consolidated grant application as well as a step-by-step guide to the consolidated excel grant workbook.

Grant Application Overview

The table below details the sections, number of questions, required uploads and WIOA considerations for each grant application section and are intended to guide the applicant and organize your application. The table may be copied and saved locally to serve as a checklist or other local planning tool for ensuring completion of all application components.

Section	# of Questions	Required Information	WIOA Consideration(s)
Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes			1, 2, 4, 10, 13
✓ Part A: Needs Assessment	6	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ Enrollment Targets Table (Grant Workbook Tab E) 	1, 2, 5, 6, 8
✓ Part B: Regional Partnerships and Collaborative Networks	3	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ Partnership Chart (Grant Workbook, Tab F) 	1, 10, 13
✓ Part C: Alignment with One-Stop Partners and Coordination	2	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ Executed MOU with LWDB ✓ LWDB Plan Executive Summary (Appendix B) 	10
Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees			2, 8
✓ Part D: IET Programs and Credentials of Value	5	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C) 	5, 8
✓ Part E: Data Driven Credentials of Value through IET	3	<ul style="list-style-type: none"> ✓ Grant Narrative 	8
Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for participants.			5, 6, 7, 9, 10, 11, 13
✓ Part F: Quality Program Offerings	6	<ul style="list-style-type: none"> ✓ Grant Narrative 	2, 5, 6, 11

Section	# of Questions	Required Information	WIOA Consideration(s)
		✓ Program Offerings Summary (Grant Workbook, Tab G)	
✓ Part G: Technology and Online Learning	2	✓ Grant Narrative	2, 7, 12
✓ Part H: Instructional Personnel and Professional Development	4	✓ Grant Narrative ✓ Personnel Chart (Grant Workbook, Tab I)	9, 10
Priority 4: Incent, measure and support enhanced program effectiveness			3, 12
✓ Part I: Performance Outcomes	5	✓ Grant Narrative ✓ Past Performance Table (Grant Workbook, Tab D)	3
✓ Part J: Comprehensive Performance Monitoring	3	✓ Grant Narrative	3
Required Budget Narrative			12
✓ Part K: Budget Narrative	3	✓ Grant Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N)	12
Additional Required Narrative Responses			2, 5, 6, 8, 11, 14
✓ Part L: General Education Provisions for Federal Programs (GEPA)	1	✓ Grant Narrative	2, 5, 6, 8, 11
✓ Part M: Family Literacy and Two-Generation Approaches	3	✓ Grant Narrative	14
✓ Corrections Education	4	✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C)	2, 5, 6, 11

Section	# of Questions	Required Information	WIOA Consideration(s)
		<ul style="list-style-type: none"> ✓ Corrections Education Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N) 	
✓ IELCE	6	<ul style="list-style-type: none"> ✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C) ✓ IELCE Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N) 	2, 5, 6, 11, 13

Program Narrative Component Quick Guide

Priority 1: Promote Regional Partnerships to Ensure Comprehensive Approaches that Result in Improved Learner Outcomes.

The purpose of this section is to provide a plan and vision for a comprehensive approach for the delivery of adult education — one that is based on identified instructional service needs, informed by employment needs in the region and aligned with the local workforce development boards (LWDB). The response will demonstrate how strategic, formal partnerships current and those previously proposed in the 2023-24 RFP are enhancing the program and contributing to improved outcomes for adult learners in the region. Data sources used to evidence need must be cited.

The original proposal included narrative responses to the following questions. If no amendments are made, the response in the RFA narrative should be “NO PLANNED CHANGES.” Please note that the usage of 'NO PLANNED CHANGES' is exclusively applicable to the continuation narrative questions. 'NO PLANNED CHANGES' should **NOT** be used in the grant workbook, including the **Budget Narrative and Form DOE 101S** for each funding stream (**AGE WIOA Section 231 [Tab L], Corrections Education WIOA Section 225 [Tab M], and/or IELCE WIOA Section 243 [Tab N]**). Ensure that all sections of the Excel workbook applicable to your grant application are updated.

Part A – Needs Assessment

Questions in Part A provide the applicant the opportunity to describe the labor market needs, community demographics of the defined geographic area and the various data sources used to define the population that can benefit from instruction in adult education. Additionally, Part A allows the provider to describe how they plan to meet the needs of the area, define the services to be offered and how they plan to recruit and serve adult learners in need in their communities. Narrative should address and be organized as follows:

1. Describe the labor market needs that have been identified in the [Local Workforce Plan\(s\)](#) and Regional Needs Assessments (include data sources).
2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.

Data Source Guidance: This data can be accessed through American Community Survey (ACS) Census reports [S1601 Language Spoken at Home](#) and [S1501 Educational Attainment](#), filtered to your agencies geographical area. In the ACS S1606 Language Spoken at Home report, the population who speaks English less than very well comprises individuals who could benefit from the Adult Education ESOL program, which supports students in achieving competence in reading, writing, speaking, and comprehension of the English language, cultivating pathways to the attainment of a secondary school diploma or its recognized equivalent, transition to post-secondary education and training, or employment.

In the ACS S1505 Educational Attainment report, populations with no diploma or a lower level of educational attainment are individuals who could potentially benefit from the Adult Education ABE, GED, and/or ASB pathways that provide academic instruction below the postsecondary level, increasing individuals' ability to read,

write, speak English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, transition to post-secondary education and training, or employment.

3. Complete the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).
4. Describe how the eligible provider will adequately achieve the need for services identified in in the past performance and enrollment targets tabs.
5. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

Guidance on Identifying Individuals in Need of Literacy Services: Individuals in need of literacy services are those who are deficient in their ability to read, write, and speak in English, and to compute and solve problems at levels of proficiency necessary to function effectively on the job, within their family, and in society. Under WIOA literacy skills apply to all funding streams AGE WIOA Section 231, Corrections Education WIOA Section 225 and IELCE WIOA Section 243.

Note: FDOE expects grantees to enroll no less than 20 participants per year.

Part B – Regional Partnerships and Collaborative Networks

The WIOA requires collaboration at all levels – federal, state and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners. Therefore, in this section, applicants will describe current and planned partnerships with an expanded set of regional providers and how those partnerships create more efficient systems that expand quality learning opportunities and services to adult learners. Narrative should address and be organized as follows:

1. Describe how the applicant is developing partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehabilitation providers, unions, industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions, and social service agencies to:
 - a. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;
 - b. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement;
 - c. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;
 - d. encourage the braiding of local, regional, state and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs; and
 - e. provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.

2. Workplace education is defined as *adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce*. Provide details about current or projected formal employer partnerships to provide workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.
3. Complete the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the three-year grant cycle.

Note: If the grantee is subcontracting services to another entity (sub-recipient receiving funds must adhere to all federal and state assurances related to AEFLA). The grantee is solely responsible for:

- a. All programmatic reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services will accurately collect data to report on such performance indicators.
- b. Clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, email, address, contact phone number, projected outcome of services and instructional practices to be provided by the sub-recipient, total funding amount to sub-recipient, identification that services provided are instructional or non-instructional, and total funding amount for instructional services, if applicable.
- c. Ensuring Contractual Service Agreement(s) are in compliance with, sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133, Florida Statutes; and Rule 60A-1.017, Florida Administrative Code.
- d. All proposed contractual expenditures between the fiscal agent and sub-recipients shall be accompanied by a formal, properly executed (agency head or designee's signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

Part C - Alignment with One-Stop Partners and Coordination

The questions in Part C focus exclusively on the partnership between the adult education provider and the LWDB. Responses should address any formal or informal agreements including the local One-Stop Infrastructure Cost Agreements between the two. Narrative should address and be organized as follows:

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:
 - a. How the program will align its services with and contribute to the local One-Stop Center to meet the goals identified in the [Local Workforce Area WIOA Plan\(s\)](#).

- b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.
 - i. Submit a copy of the agency’s **executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement**. Carefully review the [Adult Education MOU Requirements](#) to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.
 - c. Any existing MOUs, MOAs or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities, vocational rehabilitation referrals, or barriers to employment.
 - d. Coordination with other regional partners and the available education and training resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.
2. Complete and submit the **Alignment with LWDB Plan Executive Summary** (Appendix B). The LWDB will consider the written responses in the Executive Summary to determine the extent to which this application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:
- Provide for the submission of all applications for funds under AEFLA to the appropriate Local Boards to review for consistency with the local plan;
 - Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and
 - Consider the results of the review by the LWDB in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

Note: The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers’ grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

Priority 2: Expand the state’s talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.

Building upon the plan and vision for a comprehensive approach for the delivery of adult education in Priority 1, the purpose of Priority 2 in the narrative is to provide a detailed plan for the IET service delivery approach — one that that will be available for adult learners being served through this grant

project and culminate in a credential of value. Responses must demonstrate that the grant project offers one or more strategically-planned IET service approaches that align with in-demand occupations in the local region; integrates adult education, workforce preparation activities and workforce training and leverages community partnerships.

Part D – Integrated Education and Training Programs and Credentials of Value

Describe the three-year plan's efforts to recruit, screen and orient participants so they will be successful participating in the IET program.

- a. Applicants are entering year two of this objective. Response should provide detailed insights into the progress of recruitment, screening and orienting participants for successful participation in their IET program(s).*
2. Describe how the three-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.
 - a. Applicants are entering year two of this objective. Response should provide detailed insights into the progress and implementation of your partnerships and career pathway strategies as outlined in the previous year's plan.*
3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.
4. Describe the relevant work-based learning opportunities available through the IET program and the process used to have employers validate workplace skills.

5. Complete the following:

- **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
- **Integrated Education and Training Program of Study Template** – See Appendix C. If an IET Program is not currently approved by the FDOE, a new IET Program of Study must be completed and submitted in the grant application for each new IET program offered. Again, IET programs previously approved by FDOE must be listed in Tab H, but an IET Program of Study is not required to be submitted with this grant application.

Providers must offer a **minimum of one IET program annually**. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. In the case of collective applications, IET programs must be offered in every county served by AEFLA funds. **(State Requirement)**

AEFLA funds can only be used to support IET programs **approved** by FDOE.

Part E – Data Driven Credentials of Value through IET

The questions in Part E function as a planning tool to help applicants recruit, screen and orient adult learners to be successful in an IET program. This section will serve as the applicant’s plan for the development or extension of partnerships, career pathway strategies and relevant work-based learning opportunities available through IET. Narrative should address and be organized as follows:

1. Describe how labor market data is being used to drive the development and implementation of the IET service approach.
2. Describe how the IET service approach is aligned to credentials of value such as industry certificates and certifications.
3. Identify the types of credentials available to students who participate in the IET service approach.

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for participants.

The purpose of this narrative section is to build upon the plan for carrying out Priorities 1 and 2 and demonstrate how quality instruction will be delivered to all adult learners seeking services under adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225) and the systemic approach for doing so.

Part F – Quality Program Offerings

The questions in Part F focus on the applicant’s system for program enrollment, instructional schedules and modalities, and other support functions to ensure quality learning and outcomes.

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
 - a. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites;
 - b. the course modality offered (online, blended learning, laboratory, traditional classroom setting);

- c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains; and
 - d. how system offers a flexible schedule (day and evening classes, year-round), local support services and provide a quality learning system (such as childcare, transportation and career planning) for all students, including those with low levels of literacy skills, members of the ALICE (Asset Limited, Income Constrained, Employed) population, and individuals with disabilities, to attend and complete program.
2. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.
 3. Complete the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook. This form will summarize all planned program offerings in the 2024-2025 year and will be used to demonstrate the size and scope of the adult education instructional services that will be available during the three-year plan.
 4. Describe the policies in this three-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).
 5. Describe how the eligible provider uses rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, use of standards-based instruction, Science of Reading) to assist adult students with achieving substantial learning gains.
 6. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
 - a. how the program assesses students' educational needs, support services and accommodations and how providers or partners are delivering those services; and
 - b. how the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

Part G - Technology and Online Learning

Questions in Part G seek to understand the role technology and online learning will play as part of a systemic approach to deliver quality instruction. Narrative should address and be organized as follows:

1. Describe how the program integrates the use of technology into class instruction including the following:
 - a. how the instructor uses technology as a classroom tool;
 - b. how students use technology, including those with low levels of literacy and disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work; and
 - c. how digital literacy skills are integrated into workforce preparation and IET programs.
2. Describe how distance education is made available for all students, particularly those with low levels of literacy and disabilities, including the following:

- a. The synchronous, asynchronous, and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
 - a. *Synchronous* online instruction involves real-time engagement between instructors and student, where they interact simultaneously through live video conferences, virtual classrooms or chat sessions. This allows for immediate clarification of concepts and feedback.
 - b. *Asynchronous* online instruction, on the other hand, allows students to access learning materials and participate in discussions at their own pace and convenience. They can watch pre-recorded lectures, engage in online forums and submit assignments within flexible timeframes, accommodating different schedules and learning styles.
 - c. *Blended* online instruction integrates elements of both synchronous and asynchronous teaching methods to create a flexible and interactive learning environment. It combines live sessions, such as real-time video lectures or discussions, with pre-recorded materials, online forums and self-paced assignments. This approach allows students to engage in both real-time interactions for immediate feedback and independent learning activities, providing a well-rounded educational experience that accommodates diverse learning styles and schedules.
- b. How these options lead to improved student performance.
- c. How post-testing procedures are adapted to ensure distance learners meet the state's expectation for each program to post-test at least 70% of enrolled participants.
- d. The kind of information and data being analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

Part H - Instructional Personnel and Professional Development

Questions in Part H aim to understand how instructional staff members have been and will continue to be prepared and supported through a coherent sequence of activities to offer instruction that is part of a systemic approach to deliver quality instruction. Narrative should address and be organized as follows:

1. Describe the agency's plan for implementing continuous professional learning to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.
2. Describe how the agency's professional learning plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.
3. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering program activities during the three-year plan.
4. Complete the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the three-year plan.

Priority 4: Incent, Measure, and Support Enhances Program Effectiveness.

The purpose of the Priority 4 narrative is to think through a comprehensive approach to collect, monitor and utilize student data to drive program improvement and meet or exceed the state performance targets.

Part I – Performance Outcomes

Questions in Part I should address the applicant’s capacity to manage a federal grant and include an update on the provider’s three-year plan for the effective delivery of adult education programming. Responses should address how the provider will evaluate and report educational performance and student exit outcomes while also addressing past program effectiveness.

1. Describe the applicant’s capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services.
2. Describe how the three-year grant plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.
3. Describe how the eligible provider adequately provides services for students functioning at lower levels such as ABE levels 1, 2 and 3 and ESL levels 1, 2 and 3.
4. Complete the **Past Performance Table** in the Consolidated Grant Workbook (**Tab D**).
5. Describe the program’s past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state’s estimated 2024-2025 performance levels, especially with respect to eligible individuals who have low levels of literacy.
 - a. *2024-2025 performance level targets have yet to be determined. For application purposes please use the 2023-2024 Minimum Performance Levels for Adult Education Programs.*

Part J – Comprehensive Performance Monitoring

Questions in Part J focus on the technical infrastructure and practices used for monitoring student performance, data collection and quality measures, and the various uses of data to monitor student performance. Additionally, responses must provide an understanding of the National Reporting System (NRS) reporting requirements and how the provider will comply with NRS and WIOA Performance Measures (Section 116). Narrative should address and be organized as follows:

1. Describe the agency’s data management information system and practices for the following:
 - a. Tracking student attendance records
 - b. Tracking student pre- and post-tests
 - c. Tracking student outcomes
 - d. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness
 - e. Data collection, privacy and quality
 - f. Using data for program and system improvements
 - g. Monitoring program performance
 - h. Sharing data with core partners for strategic improvements

2. Describe how the agency’s personnel engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Explain any current limitations and how data will be used to:
 - a. Measure participant outcomes
 - b. Evaluate learning gains and student goal achievement
 - c. Design IET programs and two-generation approaches
 - d. Identify areas for improvement and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting
3. Describe how the project complies with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook. Agencies that fail to report data according to the reporting schedule in the appropriate handbook are out of compliance and may be placed into corrective action. The websites provide necessary contact and guidance information.

- **School Districts required reporting:** Workforce Development Information System (WDIS), <http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml>
- **Florida Colleges required reporting:** Community College System Data Dictionaries and Student Database, <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>
- **Non-LEA required reporting:** Non-LEA Data Dictionaries and Student Database are available on request.

Part K – Budget Narrative

Questions in Part K must address how the planned expenditures align to the applicant’s three-year plan to carry out the state priorities and will be used to supplement adult education services.

Narrative should address and be organized as follows:

1. Describe how the requested funds will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers’ written narrative responses.
2. Describe how funds will be used to supplement (not supplant) adult education services.
3. Provide a detailed budget (**Budget Narrative, Form DOE 101S**) for each funding stream **AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M) and/or IELCE WIOA Section 243 (Tab N)**. The written narrative must clearly provide direct linkage to the adult education program.
 - In the Consolidated Grant Workbook – click on the appropriate DOE 101S Budget tab (AGE, Corrections or IELCE); eligible provider **must complete all applicable budget sheets**.
 - When completing the Budget Narrative form, under Column (3), Account Title and Narrative, specify the budgetary expenditures (e.g., salaries, equipment, supplies) for each line item. Expenditures should focus on performance improvement, as noted in the application.

Part L - General Education Provisions Act (GEPA) – For Federal Programs

Questions in Part L are required for all federal grant programs. Eligible agencies must provide a concise description of the process to ensure equal access to, and participation of, students, teachers and other program beneficiaries with disabilities. For details, refer to [General Education Provisions Act \(GEPA\) section 427 \(PDF\)](#).

Support for Strategic Imperatives

1. Describe how the project incorporates one or more of the Goals included in the [State Board of Education's K-20 Strategic Plan](#).

Part M - Family Literacy and Two Generation Approaches

Questions in Part M are optional for applicants to address how they plan to develop and implement two-generation approaches to family literacy.

1. Discuss the progress and evolution of two-generation approaches as outlined in year one of the three-year plan. Provide an update on the identification of suitable provider partners and the collaborative development of two-generation models. Offer insights into the partners' capacity to deliver comprehensive two-generation services. Additionally, include details on:
 - a. Curriculum/material intended to be used to provide instruction to this population;
 - b. Types of activities that will be implemented in the program; and
 - c. Partnerships, support services and accommodations.

Corrections Education and Other Institutionalized Individuals, Section 225

Questions in this portion of the application should only be completed if the applicant was previously awarded Corrections Education, Section 225 funds.

Specific funding is available for Corrections Education and the Education of Other Institutionalized Individuals within Section 231 funding (WIOA, section 225). Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

- adult education and literacy activities;
- special education programs as determined by the eligible agency;
- secondary school credit;
- integrated education and training;
- career pathways;
- concurrent enrollment;
- peer tutoring; and
- transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

The term *criminal offender* is defined as any individual charged with or convicted of any criminal offense. Services must be provided to individuals likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Narrative should address and be organized as follows:

1. List the academic programs to be offered to criminal offenders in correctional institutions and other institutionalized individuals. Explain how the corrections education program meets the needs of the community through the identified academic programs.
2. Provide an explanation of how priority is given to individuals who are likely to leave the correctional institution within five (5) years of participation in the corrections education program.
3. Describe how the program ensures that classes are of sufficient intensity and duration and the environment is conducive to learning.
4. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S Budget Narrative Form (**Tab M**) to outline Corrections Education proposed allowable cost and activities. If approved for Corrections Education funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Integrated English Literacy and Civics Education (IELCE), Section 243

Questions in this portion of the application should only be completed if the applicant was previously awarded IELCE, Section 243 funds for 2023-2024.

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native country, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

- academic instruction in literacy and English language acquisition
- instruction on the rights and responsibilities of U.S. citizenship and civic participation
- workforce training.

Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension);
- Literacy (reading and writing);
- Civics education (the rights and responsibilities of citizenship and civic participation); and
- Integrated Education and Training (IET).

Important Reminders:

- All questions in the Narrative Section also apply to the IELCE program and should be noted in the applicant's response. There are additional specific narrative questions in this section.
- Since IELCE WIOA Section 243 funds are provided under a separate federal grant to FDOE, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.

Narrative should address and be organized as follows:

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.
2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.
3. Complete the **IET Program of Study Template** (Appendix C) for each new IET program to be offered. This form **MUST** be submitted with the grant application. AEFLA funds may only be used to support IET programs that are prior approved by FDOE. IET programs previously approved by FDOE are not required to be submitted with this grant application.
4. Describe how the IELCE program(s) prepares participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.
5. Describe how braided funding and/or cost sharing agreements with partners support the workforce training component of the proposed IELCE program(s).

6. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S **Budget Narrative Form** (Tab N) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Appendices

Appendices A-G can be found in the 2024-2025 Consolidated Request for Application (RFA) Discretionary Non-Competitive on the FDOE webpage Putting Florida's Adult Learners First: Adult Education & Family Literacy Act 2023-2026 Grant Competition.

Appendix A: Estimated Available AGE and IELCE Funds by County

Appendix B: Alignment with LWDB Plan Executive Summary

Appendix C: Integrated Education and Training Program of Study Template

Appendix D: DOE 100A, Project Application Form for AGE, TAPS# 25B022

Appendix E: DOE 100A, Project Application Form for IELCE, TAPS# 25B023

Appendix F: DOE 100A, Project Application Form for Corrections, TAPS# 25B021

Appendix G: Application Review Criteria and Checklist