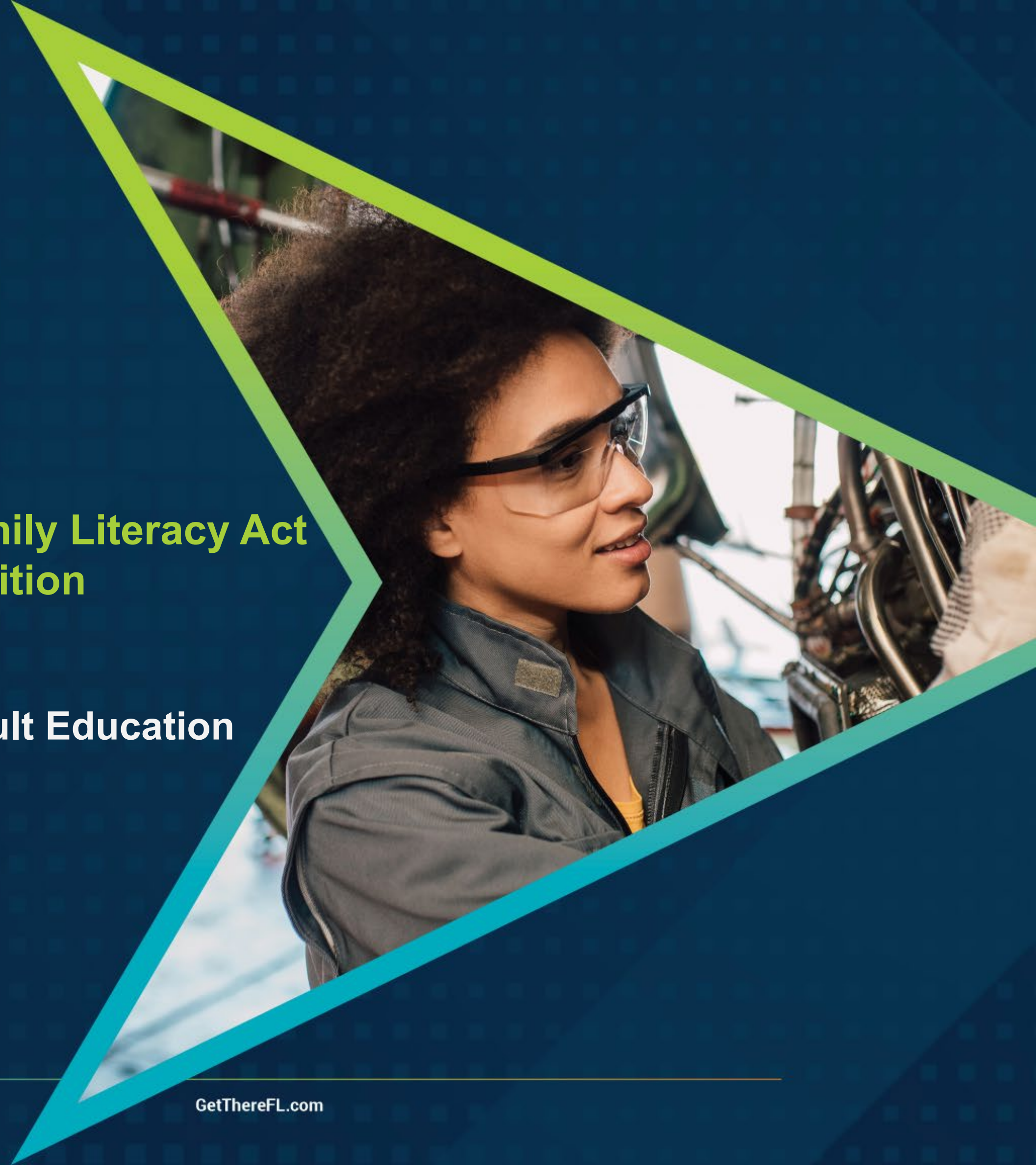**Re-Advertisement**
Adult Education and Family Literacy Act
2021-2022 Grant Competition

Division of Career and Adult Education

*Revised on 11/1/21:
Due Date Changed to
Friday, November 12, 2021

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2021-2022 Funding Opportunity Webinar

Adult Education and Family Literacy Act

Consolidated – Grant Application:
- Adult General Education (AGE) - Sec. 231
- Integrated English Literacy and Civics Education (IELCE) - Sec. 243

Due Friday, November 12, 2021

https://www.fldoe.org/WIOAGrants/

How to submit questions during the webinar

You may submit questions during the presentation through the webinar "questions" feature.

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Welcome and Introduction

Gloria Spradley-Brown

2021-2022 Funding Allocations

Adult Education and Family Literacy Act (AEFLA) Competitive Grant Year

Adult General Education	$ 637,141
Integrated English Literacy and Civics Education	$ 312,640
Total	**$ 949,781**

- Budget and Program Performance Period: Date of receipt to June 30, 2022

- Two-year grant cycles: 2021- 2022 and 2022-2023

- Funding is contingent upon approval by the U.S. Dept. of Education

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Webinar Goals

To provide:
- funding opportunities information
- pertinent programmatic information
- performance reporting requirements
- instruction to complete the required forms
- Request for Proposal (RFP) submission requirements

Webinar Agenda

- Florida's Vision for Adult Education

- Funding Opportunity Overview

- Grant Application Requirement Overview

- Resources to Assist with Grant Preparation

- Additional Grant Information

- Submitting a Grant Application

Florida's Vision for Adult Education

Kathleen Taylor

GetThereFL.com

Florida's Vision for Adult Education

- Expanding education and economic opportunity for more Floridians is a key priority and a primary goal of adult education.

- Florida's vision commits to set a course that by 2030, adult education students earn tangible outcomes that will put them on a path to employment and lifelong success.

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 close equity and achievement gaps.

Florida's Strategic 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.

Florida's Strategic Priorities

- **Priority 3**: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.

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

Funding Opportunity Overview

Gloria Spradley-Brown

Specific Federal Fund Source

Workforce Innovation and Opportunity Act of 2014

Title I - Workforce Development Activities

Title II - Adult Education and Family Literacy Act

Title III - Amendments to the Wagner-Peyser Act

Title IV - Amendments to the Rehabilitation Act of 1973

Title V - General Provisions

Federal Program Name

Title: II - Adult Education and Family Literacy Act (AEFLA)

Two Request for Proposals (RFP)

Competitive Grant Funds

- Consolidated Adult General Education (Sec. 231) and Integrated English Literacy and Civics Education (Sec. 243)

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Important Grant Application Dates

- **Grant Application Webinar Events:**
  - Informational Webinars were pre-recorded and are available for viewing at https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/WIOAGrants.stml

Application Due Date:

- **Friday, November 12, 2021**
- Must submit all application documents to Office of Grants Management (OGM) via email to AEGrant@fldoe.org, no later than 11:59 pm (EDT) on the due date.

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Important Grant Application Dates

- **Notice of Intent-to-Apply**
  - **Due Date Friday, October 15, 2021**
  - Submit your agency's Notice of Intent to Apply form to: https://www.surveymonkey.com/r/ZSJ8KKR.

  - The Intent to Apply form will provide Florida Department of Education (FDOE) with the necessary information to create your agency's Office of Grants Management (OGM) cloud-based "ShareFile" account associated with this grant's TAPS number.

  - Each agency can list up to four (4) individuals who may access the ShareFile account associated with the Consolidated Adult Education Grant.

  - The FDOE recommends at least two individuals be listed.

Important Grant Application Dates

Questions and Answers:

- The last date that questions will be answered is **Friday, October 15, 2021.**

- If you have questions related to this request for proposal, email Mallory Martinez, Mallory.Martinez@fldoe.org.

- All Frequently Asked Questions will be posted on the Program Office website at: https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/WIOAGrants.stml

Adult General Education
(Section 231)

Gloria Spradley-Brown

Funding Purpose and Priorities

Purpose:

AEFLA, Section 202 (1-4): Partnership among federal, states, and locals to provide, on a voluntary basis, adult education and literacy activities, in order to:

- assist adults to become <u>literate</u> and obtain the knowledge and skills necessary for <u>employment</u> and <u>economic self-sufficiency</u>;
- assist adults who are <u>parents or family members</u> to obtain the education and skills that:
  - are necessary to becoming <u>full partners</u> in the <u>educational development of their children</u>; and
  - lead to <u>sustainable improvements</u> in the <u>economic opportunities of their family</u>;

Funding Purpose and Priorities (Continued)

- assist adults in attaining a <u>secondary school diploma</u> and in the <u>transition to postsecondary</u> education and <u>training</u>, including through <u>career pathways</u>; and
- assist <u>immigrants</u> and <u>other individuals</u> who are <u>English language learners</u> in:
  - improving their-
    - reading, writing, speaking, and comprehension skills in English; and,
    - mathematics skills; and,
  - acquiring an understanding of the <u>American system of Government</u>, <u>individual freedom</u>, and the responsibilities of <u>citizenship</u>.

Target Population/Eligible Individual

Individuals eligible for adult education services according to AEFLA, Section 203(4), means an individual -

A. who has attained 16 years of age;

B. who is not enrolled or required to be enrolled in secondary school under state law; and

C. who-

    i.   is basic skills deficient;

    ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

    iii. is an English language learner.

Eligible Providers (Section 203)

An organization that has <u>demonstrated effectiveness</u> in providing adult education and literacy activities that may include:

A. a local educational agency;

B. a community-based organization or faith-based organization;

C. a volunteer literacy organization;

D. an institution of higher education;

E. a public or private nonprofit agency;

F. a library;

G. a public housing authority;

Eligible Providers (Continued)

H. a nonprofit institution not described in any of subparagraphs (A) through (G) and has the ability to provide literacy activities to eligible providers;

I. a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described in (A) through (H); and

J. a partnership between an employer and an entity described in any of (A) through (I).

Adult Education and Literacy Activities

Funds must be used to supplement (not supplant), AEFLA activities as defined in Section 203(2), program and services that include:

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities (two-generation)
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities
- Integrated education and training

Adult Education and Literacy Activities Cont.

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

A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.

B. Interactive literacy activities between parents or family members and their children.

C. Training for parent or family members regarding how to be the primary teacher for their children and full partners in the education of their children.

D. An age-appropriate education to prepare children for success in school and life experiences.

Adult Education and Literacy Activities Cont.

AEFLA, Section 203(7), **English Language Learners (ELL)** means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

   (A) whose native language is a language other than English or

   (B) who lives in a family or community environment where a language other than English is the dominant language

Adult Education and Literacy Activities Cont.

- **Purpose:**
- AEFLA, Section 203(7), Prepare adults who are **English Language Learners (ELL)** for and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
  - Integrate with the local workforce development system and its functions to carry out the activities of the program.

Integrated English Literacy and Civics Education (Section 243)

Kathleen Taylor

Integrated English Literacy and Civics Education

Purpose and Target Population:

Integrated English Literacy and Civics Education (IELCE) program funded in Section 243, includes education services:

- **English language learners** who are adults, including professionals with degrees and credentials earned in their native countries, that enables such adults to achieve competency in the English language and

- acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

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Integrated English Literacy and Civics Education (IELCE)

Key Statutory and Regulatory Citations

- IELCE is defined in Section 203 (12)

- IELCE as a service/activity in Section 231

- IELCE as a program in section 243

- Title 34 of the Code of Federal Regulations (CFR) Part 463.33, 463.70, 463.73, 463.74, 463.75

Integrated English Literacy and Civics Education (IELCE) Cont.

- IELCE is used in two distinct ways:
  - As a "local activity," IELCE <u>activities</u> are funded under Section 231, Title II, and eligible providers <u>are not required</u> to provide the services in combination with Integrated Education and Training (IET). Eligible providers <u>may</u> provide the services in combination with workforce training.
  - As a "program," IELCE programs are funded under Section 243, Title II, and eligible providers <u>are</u> required to provide the services in combination with IET. (Separate funding stream)

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Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243

- Who is eligible to receive education services through the IELCE program?
  - Adult English language learners, including professionals with degrees and credentials obtained in their native countries

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

Requirements for IELCE Program Eligible Providers

1. Include:
   - Literacy and English language acquisition
   - Instruction on the rights and responsibilities of citizenship and civic participation
   - Integrated education and training
2. Are designed to:
   - Prepare and place ELLs in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
   - Integrate with the local workforce development system to carry out the program's activities.

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

Excerpt from OCTAE preamble discussion under CFR 463.70.

1. "English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program."

2. "We do note that the Act requires that eligible providers receiving funds under section 243 are required to provide these services in combination with integrated education and training."

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

- **Excerpt from OCTAE preamble discussion under CFR 463.70**

  3. "We believe the Act does not require all participants enrolled in integrated English literacy and civics education programs under section 243 to be receiving integrated education and training services."

  3. "We do believe the Act requires that eligible providers receiving funds under section 243 use those funds for integrated English literacy and civics education in combination with integrated education and training activities. Thus, participants for whom integrated education and training services are appropriate will have access to those services."

Grant Application Requirements Overview

Consolidated Grant Application

Adult General Education (Sec. 231) and
Integrated English Literacy and Civics Education (Sec. 243)

Narrative Section Format

1. Place all application items submitted in the "word" file in the order specified in the Application Checklist

2. Font - Arial / Size – 12

3. Margin size - 1" – both sides and top/bottom margins

4. Double spaced (this does not include charts)

5. Single-sided pages

6. Complete the narrative using the same sequence presented in the RFP

7. Narrative Sections:
   - **Single Application - maximum 30 pages**
   - **Combined Application for AGE/IELCE - maximum 40 pages**

8. This <u>does not include</u> any required forms, attachments, <u>and/or</u> other specified information.

9. Do not submit unrequested materials such as: newspapers articles, brochures and/or agency manuals with this application.

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Grant Application Requirement Overview

- Types of Grant Applications
- Demonstrated Effectiveness
    - Pre-Screening Requirements
- Narrative Sections Requirements
    - Priority Areas 1 through 4
    - Narrative sections A - M
    - Alignment with the Federal 13 Considerations
- Workbook Introduction
- General Federal and Information
- Application Attachments

Consolidated Grant Application:
Adult General Education (Sec. 231) and
Integrated English Literacy and Civics Education (Sec. 243)

Adult Education Funding Chart			
Funding Stream	Programs Under Each Funding Stream	Allowable Activities Under Each Funding Stream	Funding Amount
Federal (AGE) (AEFLA Section 231)	• Adult Basic Education, Adult Secondary Education OR English Language Acquisition Activities • Integrated Education and Training (IET) (FDOE Requirement: Eligible Provider can ONLY use AEFLA funds to support IET programs approved by FDOE)	• Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities	• See allocation Chart per county in the Adult Education Grant Application Excel Document
Federal (IELCE) (AEFLA Section 243)	• Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET) • (FDOE Requirement: Eligible provider can ONLY use AEFLA funds to support IET programs approved by FDOE.)	• English Language Instruction • Rights and responsibilities for citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities	• See allocation Chart per county in the Adult Education Grant Application Excel Document

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Grant Application Requirement Overview

Consolidated Grant Application: AGE (Sec. 231) and IELCE (Sec. 243)

- For agencies submitting a proposal for both AGE and IELCE, submit TWO separate DOE101S Budget Narrative Forms to support proposed allowable activities per funding stream (AGE or IELCE)
- Separate grant project numbers will be issued by FDOE
- Maintain separate fiscal accounting records (same as current policy)
- IELCE must only be spent to support activities related to an eligible provider's IELCE program.

Demonstrated Effectiveness

Pre-Application Screening Requirement

Demonstrated Effectiveness – The Basics

- **MUST** demonstrate effectiveness, by providing data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the -
- **Content domains of**:
  - reading, writing,
  - mathematics, and English language acquisition (ELA),
  - and other subjects relevant to the state (civics, citizenship education, workforce preparation, employability skills).
- **Outcomes for participants in related areas of:**
  - employment,
  - attainment to a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Demonstrated Effectiveness – The Basics

- Verification process by FDOE **will take place before applications are reviewed/scored**.

- **ONLY** eligible providers that demonstrate effectiveness will be advanced through the grant application review process and be considered for funding.

- Each Eligible Provider will complete and submit with their grant application the appropriate **Adult Education Demonstrated Effectiveness Tables** which are included in the Excel portion of the application.

Demonstrated Effectiveness – The Basics

- Two Demonstrated Effectiveness Tables located in the Adult Education Grant Application Workbook
- Eligible provider **must** complete the appropriate tables:
  - (1) Applicants Previously Funded Tables
    - received AEFLA funds during the 2018-2019 and 2019-2020 grant period.
    - NOTE: Previously funded applicants have access to NRS tables summaries through agency reports coordinator.

  - (2) Applicants NOT Previously Funded Tables
    - not previously funded with AEFLA funds in the 2018-2019 through 2019-2020 grant period.
    - the data use to populate the tables must be comparable education content domain outcomes

Demonstrated Effectiveness – The Basics

- Florida's Standard for Demonstrated Effectiveness
  - Eligible providers must demonstrate **at least a one percent** completion rate in the Performance Outcome 1 section in the tab used by "previously funded" applicants or Education Content Domain Outcomes section in the tab used by "not previously funded" applicants for each year (2018-2019 and 2019-2020).

- Eligible providers that do not submit sufficient evidence of demonstrated effectiveness, by supplying the required data, **will be deemed ineligible** to compete for AEFLA funding and removed from the competition and notified.

- Consortium applications must provide evidence of demonstrated effectiveness and submit performance data for **each entity that is a consortium member.**

Demonstrated Effectiveness – The Basics

- A single demonstrated effectiveness submission will be used for the consolidated adult general application irrespective of the number of programs for which funding is sought (sec. 231, sec. 243, or both)

Narrative Sections Requirements

Priority #	Florida Adult Education Priorities	Points in Application
1	Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.	25 Points
2	Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.	25 Points
3	Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.	25 Points
4	Incent, measure and support enhanced program effectiveness.	25 Points
	Budget Narrative	15 Points

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Grant Application Conditions

All Grant Applications **MUST** adhere to the following:

1. Evidence of demonstrated effectiveness

2. Grant Application **two- year plan** the articulates a comprehensive plan for quality education instructional services

3. Align adult education services with the needs outlined with the Local CareerSource Workforce Development Board local plan.
   - Must provide Memorandum of Understanding (MOU) and Infrastructure Cost agreement information
   - See the MOU resources on the Division's website

4. Collect and Report accurate and valid student demographic and performance outcome data

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Grant Application Conditions

5. For applicants for AGE and IELCE funds:

Offer at least <u>one</u> Integrated Education and Training (IET) program aligned to in-demand sectors in the first year of the Grant Application two-year plan. In year two, one additional IET must be developed informed by the results of the regional needs assessment.

- **IET Requirements:**
  - Each IET Program of Study offered by an eligible provider **<u>MUST</u>** be submitted with this grant application and
  - AEFLA funds can **<u>ONLY</u>** be used to support IET programs that are prior approved by FDOE.
- **Important Note: If applying for both AGE and IELCE funds, eligible provider must offer <u>two IET programs</u>, one for each fund source.**

Grant Application Conditions

6. Participate in an Adult Education Regional Asset Map and Regional Needs Assessment
   - Identify full set of potential regional partnerships to support regional workforce needs, delivery of programs and services contributing to student success
   - Department will release additional guidance and supplemental funds to support this effort

7. Ensure all other federal requirements, required information, use of funds, reporting, monitoring, compliance and assurances

Grant Application Type

For the Combined AGE/IELCE proposal, eligible Providers have 3 Application Options:

1. WIOA Section 231: Adult General Education (AGE)
2. WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
3. Combination: WIOA Section 231 and WIOA Section 243

Grant Application Overview

- For the combined AGE/IELCE, provide a two-year detailed written narrative responses to address adult education activities and services related to **each** federal funding stream (AGE and/or IELCE) for which funds are being requested.
  - If you are applying for both AGE and IELCE funds, the narrative response must address specific details related to both programs.
  - Agencies applying for both funding streams will be scored for AGE and IELCE separately.

- All funding streams may use funds to support allowable Family Literacy (Two-Generation) activities

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Grant Application Overview

- **For the Combined AGE/IELCE:** <u>two separate</u> DOE101S budget narrative combination application are required if eligible provider is applying for both funding sources.
  - FDOE will create separate project numbers and eligible provider will maintain separate fiscal records.
  - IELCE funds can only be used to support IELCE activities.

- Maximum of 25 points per Florida Adult Education Priority

- Alignment Florida's Priorities with WIOA 13 Considerations

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Program Narrative: Abstract (not scored)

An opportunity to share how the proposal two-year plans to:

- align to Florida's priority to hold learners at the center,
- deliver outcomes that promote full participation in the workforce,
- result in high quality credentials of value, and
- aim to close the equity gap and achievement gap.

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

- This RFP promotes the shift to a regional focus given this type of delivery has evidence that regional partnerships are better positioned to be responsive to student and local labor market needs.

- This approach recognizes partnerships and collaborative networks to ensure access to the range of programs and services leading to greater equity for all populations by identifying high need areas with students with disabilities, justice-involved, and English Language Learners (ELL) and incentivizing collaborative regional partnerships.

The Intent of Priority 1 is to promote the development of regional partnerships to:

- Provide the full spectrum of services for all adult learners, including transitions to postsecondary 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 inclusive regional strategic planning by engaging more diverse partners.
- Respond jointly to funding opportunities; and
- Unite if/when regionally disruptive events like business closures or climate-related events occur.

Program Year 2021-22 Activities

- Eligible providers that receive funds will be required to do the following:
  - Identify a full set of potential regional partnerships (such as Early Learning Coalitions, YMCA of the USA, CareerSource, Urban League, Boys and Girls Clubs of America) to support regional workforce development needs, delivery of programs and services contributing to student success.
  - This will result in the production of a regional asset map and regional needs assessment of adult education instructional services (Department will release additional guidance and supplemental funds to support this effort).

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

- **Part A:** Planning for a Regionalized Adult Education Service Delivery Approach to Improve Learner Outcomes
- **Part B:** Current Needs Assessment
- **Part C:** Regional Partnerships and Collaborative Networks
- **Part D:** Partnership with Local Workforce Development Board and Alignment
  - All AEFLA applications are required to be aligned with all the WIOA LWDB plans within the adult education region.

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Program Narrative Priority 1

- **Part D:** Partnership with Local Workforce Development Board and Alignment
  - Two-year plan will align its services with and contribute to the local One-Stop Center to meet the goals identified in the LWDB plan.
  - Formal or informal agreements (MOUs, MOAs, contracts)
  - Complete the **Sub-Recipient Form** in the Adult Education Excel grant application workbook
  - LWDBs will review all adult education grant applications (two-year plan) using the **Local Workforce Development Board (LWDB) Plan Executive Summary** and provide evaluation feedback to FDOE.

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Program Narrative
Priority 1

- **Part D:** Partnership with Local Workforce Development Board and Alignment
  - Complete and submit the following documents as attachments to this grant application:
    - **Local Workforce Development Board Plan Executive Summary**
      - This document is in the attachments section of this RFP.
    - Submit a copy of your agency's executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement.

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 RFP promotes the attainment of credentials of value and the alignment of adult education and training programs to high-quality, high-wage credentials of value.

- The approach encourages career pathways and credentials offered through Integrated Education and Training (IET) and postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs.

The Intent of Priority 2 is to Promote the Attainment of Credentials of Value:

- IET programs are required to have a broad cluster/sector or specific occupational focus and robust participant supports.
- Focus on sectors that have value in the regional labor market provides greater opportunity for quality employment.
- Create access for all levels of learners, such as "on ramps" from the first levels of basic education or English language learning to secondary diplomas or equivalency completion, to advanced training, credentials, and degrees.
- Qualify individuals 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.

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Program Narrative
Priority 2

- **Part E:** Integrated Education and Training Programs of Study
  - IET Offering Summary form in the Adult Education Excel grant application workbook.
  - Integrated Education and Training Program of Study Template
    - Each IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
    - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.
- **Part F:** Data Driven Credentials of Value through IET

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Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community

- This RFP promotes 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're seeking.

The Intent of Priority 3 is to:

- 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,
- Promote two-generation approaches that focus equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty.

Program Narrative
Priority 3 -

- **Part G:** Quality Program Offerings
  - Complete the **Program Offerings Summary Form**
- **Part H:** Technology and Online Learning
- **Part I:** Instructional Personnel and Professional Development
  - Complete the **Personnel Chart**
- **Part J:** Activity: Family Literacy (Two-Generation) Models
  - Not scored, if offered

Program Narrative
Priority 4 - Incent, measure, and support enhanced program effectiveness.

The Intent of Priority 4 is to:

- Develop a comprehensive program performance monitoring system to ensure reporting, data analysis, and continuous improvement practices

- Support learner and program outcomes during the life of the two-year transition period and set a foundation for transition to a regional delivery approach.

- This RFP promotes the critical role qualitative and quantitative data play in driving continuous improvement in adult education programs.

Program Narrative
Priority 4 - Incent, measure, and support enhanced program effectiveness.

Part K: Performance Outcomes

- Complete the following:
- **Adult Education Demonstrated Effectiveness Tables**
  - This table is used to document both demonstrated effectiveness and past effectiveness
  - Applicants Previously Funded Tables
  - Applicants NOT Previously Funded Tables.
- **Enrollment and Performance Chart**
  - anticipated enrollment and performance of enrollees

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Program Narrative Priority 4

Part L: Comprehensive Performance
- Data management information system
- How agency will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system
- Current limitations
- Reporting - National Reporting System (NRS)

Program Narrative
Budget and Other Responses

- **Part M:** Budget Narrative
  - Complete one DOE101S Form for each funding stream
    - AGE WIOA Section 231
    - IELCE WIOA Section 243
  - Adult Education grant application workbooks
- **Support for the Strategic Plan**
- **General Education Provisions Act (GEPA) – For Federal Programs**
- **Dissemination Plan**

Attachments

Grant Applications

- Local Workforce Development Board (LWDB) Plan Executive Summary
- List of Florida's CareerSource Board/Local Workforce Development Boards (LWDB)
- Integrated Education and Training Program of Study Template
- DOE 100 Form
- Grant Application Checklist

Workbook Introduction

**Supplemental Consolidated Adult Education
and IELCE Excel Workbook**

Excel Workbook Tabs

- Demonstrated Effectiveness
- Enrollment-Performance
- Program Offering Summary
- IET Offering Summary
- Personnel Chart
- Sub-Recipient
- DOE 101S, Budget Narrative Form
- Project Equipment Purchases Form *if applicable*
- Allocation Chart

Tabs in the Excel Workbook	Narrative Prompt/Application Reference Point
✓ **Demonstrated Effectiveness – Currently Funded tab (1) and Not Previously Funded (2)**	Section 2 K.4 (a)
✓ **Enrollment Performance Summary**	K.4(b)
✓ **Program Offerings Summary**	G.3
✓ **IET Offering Summary**	E.4
✓ **Adult Education Personnel Chart**	I.4

Tabs in the Excel Workbook	Narrative Prompt/Application Reference Point
✓ **Sub-Recipients and Contractual Agreements, including Local Workforce Board Agreements Summary**	C.3 (if applicable) D.1(c)
✓ **DOE 101s for AGE (section 231); DOE 101s for IELCE (section 243)**	Refer to Part M
✓ **Budget Narrative Form (101s) Instructions**	Refer to Part M
✓ **EXAMPLE Budget Narrative Form (101s)**	Refer to Part M
✓ **Projected Equipment Purchases Forms (separate tabs for AGE (section 231) and IELCE (section 243))**	
✓ **County Allocations for AGE (section 231), IELCE (section 243)**	

Key Individual Workbook Tab Summary

Demonstrated Effectiveness Tabs (Section 2; K.4 (a))

There are two Demonstrated Effectiveness tables located in the Adult Education Excel grant application workbook, applicants must complete the table which is appropriate for their agency:

- *Applicants Previously Funded Table* or
- *Applicants NOT Previously Funded Table.*

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Key Individual Workbook Tab Summary

Enrollment and Performance Summary Tab (K.4)

• This form will document the anticipated enrollment and performance of enrollees during the two-year plan period.

Program Offering Summary Tab (G.3)

• This form will summarize all planned program offerings in the 2021-2022 year and used to demonstrate the size and scope of the adult education instructional services that will be available during the two-year plan.

Key Individual Workbook Tab Summary

Integrated Education and Training (IET) Offering Summary Tab (E.4)

- This form will summarize all planned program IET offerings in the 2021-2022 year and demonstrate the size and scope of the IET program(s) available during the two-year plan.

Adult Education Personnel Chart Tab (I.4)

- This form will document the instructional personnel available during the two-year plan.

Key Individual Workbook Tab Summary

Sub-recipient Tab (C.3 (if applicable); D.1(c))

- Use this form to list the current LWDB/One-Stop(s), other partners who function as a sub-recipient or anticipated sub-recipient role as part of this two-year plan.

Note: Grant applications with Sub-Recipient and Contractual Agreements must 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

Key Individual Workbook Tab Summary

Budget Narrative Form -DOE 101 S (Part M)

- Instructions for filling out the DOE 101S can be found in the adjacent tab in the workbook. A sample budget form is also found in an adjacent tab in the workbook.

Projected Equipment Purchases Forms

- Instructions for filling out the projected equipment purchase form are embedded in the form at the bottom.

Resources to Assist with Grant Preparation

Kathleen Taylor

Resources to Assist with Grant Preparation

- Landing page

- Implementation Guide

- Program Webinars (pre-recorded)

https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/WIOAGrants.stml

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Resources to Assist with Grant Preparation

FDOE partnered with ACE of Florida to present a series of webinars.

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

- **May 4th – Quality Partnerships and Collaborative Relationships**
- **May 5th - Developing a Regional Consortium Relationship**
- **May 6th - LWDB Relationship Building and Regional Needs Assessment (partner asset mapping)**

Resources to Assist with Grant Preparation

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

- **May 11th - Overview of WIOA IET Definition/Resources**
- **May 12th – IELCE and IET**
- **May 13th – Mapping to Regional Needs/Credentials of Value**

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Resources to Assist with Grant Preparation

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes and while working to eliminate equity and achievement gaps in the community.

- **May 17th – Program Quality and Outcomes/Labor Market Information and Trends**
- **May 18th – Technology, Online Learning and Family Literacy**
- **May 19th – Quality Learning and Outcomes**

Resources to Assist with Grant Preparation

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

- **May 24th – Demonstrated Effectiveness and Past Effectiveness**
- **May 25th – Comprehensive Performance Monitoring and Reporting**
- **May 26th – Guided Journey for Completing Priority 4**

Resources to Assist with Grant Preparation

Guided Journey Through Each Application Question
- **June 1st – Priority 1 Narrative and Forms**
- **June 2nd – Priority 2 Narrative and Forms**
- **June 4th – Priority 3 Narrative and Forms**

Additional Grant Information

Gloria Spradley-Brown

General Information

- **State Performance Accountability:**
    - Data-driven system
    - Established state performance targets negotiated annually with federal office
    - Local providers will be expected to meet State Targets

- **General Terms, Assurance and Conditions for Participation in Federal and State Programs:**
    - Must be signed by current agency head
    - FDOE will accept electronic signatures

General Information (Continued)

- **Risk Analysis:**
  - DOE 610 - School Districts, State Colleges, State Universities and State Agencies
  - DOE 620 - Governmental and Non-Governmental Entities
- **State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02):**
  - The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act.
- **State of Florida, Executive Order 20-44**
  - Each grantee that annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department.

General Information (Continued)

- **Administrative Costs:**
  - Includes indirect cost
  - Not to exceed 5%
  - Positions such as project coordinator, accountant, clerical staff, or other positions not directly involved in instructional activities of students are considered administrative.
  - Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional development directly related to Adult Education and Family Literacy students.

General Information (Continued)

Program Income: Federal

- Must identify their selected program income reporting method. 2 C.F.R. 200 of the Uniform Guidance, 200.307 – Program Income

- Green Book describe the ways for applying program income to the AEFLA grants:

- **Deduction.** Ordinarily, program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.

- **Addition**. With prior approval (200.407 Prior Written Approval) of the Federal awarding agency, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purpose and the conditions of the Federal award.

General Information (Continued)

Program Income: Federal Cont.

- All eligible providers requesting Adult Education Program Income (addition) method, must obtain prior written approval from the Florida Department of Education.

- **Agencies must submit their written request with their grant application.**

- If you have questions regarding fiscal reporting of program income, contact the DOE Comptroller's Office at (850) 245-9147.

General Information (Continued)

- **Fiscal Control:**
  - 2CFR 200 in the Uniform Administrative Requirement,
  - Education Department General Administration Regulations (EDGAR), and
  - Reference Guide for State Expenditures
- **Financial Consequences:**
  - Awarded projects are periodically reviewed based on the progress made on the activities and deliverables.
  - Failure to meet the performance measures may result in additional performance reporting, submission of a program improvement plan, participation in training, and/or decrease in payment commensurate to an applicable amount approved by FDOE.

General Information (Continued)

- **Fiscal Requirements:**
  - Must submit a completed DOE 101S, Budget Narrative form for each funding type (AGE and IELCE)
  - Adhere to the "Green Book" and the General Assurances for Participation in Federal and State Programs
  - Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles.
  - All project grantees <u>must submit a completed DOE 499 form</u>, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller's Office, by August 22, 2022.

General Information (Continued)

- **Equipment Purchases:**
  - Uniform Grant Guidance (UGG)
  - Florida Administrative Code, Rule, 691-72.002.
  - FLDOE Equipment Form
  - Must record all equipment with a unit cost of $1,000 or more
  - Property records management, inventory and disposition requirements

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General Information (Continued)

- **Payment Methods:**
  - The funding method is designated by the approved method stated in the original DOE200 Award Notification
    - Federal Cash Advance (Public Entities only as authorized by the FDOE)
    - Reimbursement with Performance

- **Records Retention:**
  - Maintained for **five years** from the last day of the program or longer, if there is an ongoing investigation or audit.

Federal and State Requirements

- **Data Privacy Requirement:**

Students must be informed, in writing, that their personal and confidential information:
  - will be shared only among the WIOA core program partner staff and subcontractors;
  - will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and
  - will not be shared among WIOA core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.

Federal and State Requirements (Continued)

Local Workforce Development Board (LWDB) and Local One-Stop Infrastructure Cost

Execute a single "umbrella" Memorandum of Understanding with local LWDB to include:

1. local one-stop delivery system alignment with LWDB plan (34 CFR 361.505),

2. infrastructure cost agreement with the local one-stop partner programs (34 CFR 361.720),

   - Contribute its proportionate share of local infrastructure costs based on proportionate use of the one-stop and relative benefit received by the grant.

Federal and State Requirements (Continued)

3. Amount can not exceed statutory limitation on administrative cost of 5%.

- Provide FDOE a copy of the agreement(s) prior to the issuance of the grant award notification.
- Infrastructure funding of the one-stop delivery system may be found in the resource document entitled Overview of Key WIOA and AEFLA Provision.

Submitting a Grant Application

Gloria Spradley-Brown

Grant Application Submission

- **Application Due Date:**
  - Office of Grants Management **Friday, November 12, 2021, by 11:59 p.m.(EDT),** via e-mail AEGrant@fldoe.org.

- **Submit Two Documents:**
  - Word Document and Excel Workbook

- **Required submission naming convention**:

- **Word Document: Agency Name 21-22 AE, IELCE, or Combined**
  - Example: Jones County SD 21-22 AE, IELCE, or Combined
  - Example: Smith State College 21-22 AE, IELCE, or Combined

- **Excel Workbook: Agency Name 21-22 AE, IELCE, or Combined**
  - Example: Jones County SD 21-22 AE, IELCE, or Combined
  - Example: Smith State College 21-22 AE, IELCE, or Combined

Method of Review

Grant Application Method of Review

1. Pre-Screening Demonstrated Effectiveness

2. Review panel will be comprised of adult education content experts

3. Each grant application will be evaluated on the extent to which the application addresses the RFP elements, including alignment to state priorities and required thirteen federal considerations

4. Each review panel will use a rubric-based evaluation tool when evaluating each grant application

Grant Application Method of Review

5. Foundation of the scoring rubric is based upon the competitive grant requirements
   - Each Grant Application will be scored separately on two different rubrics (AGE or IELCE)
   - Each grant application will be assigned a numerical score from each review panel member

6. Local Workforce Development Board Review
   - Due from LWDB by a specified date
   - Proposals with a minimum score of **80 points** or more (out of the maximum **115 points** scale

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Grant Application Method of Review

7. Proposals that met the minimum score will be considered for adult education funding

8. If there are multiple grant applications for the same county allocation which both met the minimum score then, the final award amount will be determined based on their proportionate share of the projected enrollment information provided in each grant application.

9. The FDOE reserves the right to negotiate the enrollment target and award amount with each agency.

10. The FDOE reserves the right to negotiate with all responsive Recipients, serially or concurrently, to determine the best-suited solution.

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Participants' Questions

Questions:

- The last date that questions will be answered is **Friday, October 15, 2021.**

- If you have questions related to this request for proposal, email Mallory Martinez, Mallory.Martinez@fldoe.org.

- All Frequently Asked Questions will be posted on the Program Office website at: https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/WIOAGrants.stml

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