

**Adult General Education (AGE), Integrated English Literacy and Civics Education
(IELCE) and Corrections Education (CE)
2021-2022 Request for Proposal (RFP)
Questions and Answers
Posted June 4, 2021
(Week 5)**

Adult General Education

Question #1: If the applying agency is going to partner with other local agencies in the implementation of the grant through a MOU as a sub-recipient, will these agencies have to complete a Demonstrated Effectiveness Table as well? (To clarify, the applying agency and local agency partners are not applying for the grant as a consortium.)

Answer #1: All partners implementing the grant through a MOU as a sub-recipient (providing instructional services) MUST meet the Demonstrated Effectiveness standard. The burden of documenting that the subrecipient has demonstrated effectiveness rests with the applicant. We recommend the applicant submit separate demonstrated effectiveness tables for each applicable subrecipient. This will allow the evaluation team to clearly determine whether a subrecipient has met the standard.

Question #2: Is enrollment tied to where the instructional services are provided or where the student resides?

Answer #2: It is the intent of the adult education funds to serve the adult learner needs in the geographic location (county) for which funds are being sought. Therefore, instructional services should be offered where students reside in a particular county. Agencies will report based on serving student in the county for which an agency is awarded funds to provide instructional services.

Question #3: Often a student pursuing a GED may only have the GED math section to pass before being awarded the GED. If a student is enrolled in only one GED math section that provides workforce preparation activities and the student is enrolled in a workforce education training class, would that fulfill the requirements to be a student enrolled in an IET program?

Answer #3: The student may be enrolled in an IET program focused only on math if the program meets all the IET required components, adult education and literacy activities, workforce preparation activities, and workforce training (§463.36) and guided by a single set of learning objectives. For example, if the student was enrolled in a welding IET program, the math instruction would be focused on the relevant skills needed for welding, such as measurement and fractions.

Question #4: May an agency use soft-skills and Florida Ready to Work credentials (<https://www.floridareadytowork.com/training>) to satisfy the IET program requirement?

Answer #4: No. In Program Memorandum OCTAE 19-2 on allowable use of funds for IET, the following information was provided:

“AEFLA funds may not be used for the cost of certificates awarded by Local or State Workforce Development Boards or for work readiness certificates. These certificates are not consistent with the purposes of an IET program because integrated education and training (as defined in section 203(11) of WIOA and in the AEFLA program regulations at 34 C.F.R § 463.35) requires workforce training to be for a specific occupational or occupational cluster.”

Question #5: Can a student enrolled in ESOL College and Career Readiness classes (ESOL CCR) participate in an IET program?

Answer #5: The ESOL CCR course is not an eligible AEFLA program and as such AEFLA funds may not be used to support this program. Students enrolled in ESOL CCR are not reported in the NRS and there would not be a mechanism to report this IET activity.

Question #6: Is it acceptable for an agency to use funds from other sources, such as scholarships from the LWDB to programs identified on their eligible provider list, for fees/tuition/etc. for the career component of the proposed IET program? This seems to be the kind of desired braiding of funds that agencies are being asked to establish.

Answer #6: Yes. This is an example of braided funding.

Question #7: Can IET's be limited to certain English proficiency levels and/or literacy levels based on regional employment demands and the associated credential(s) of value being offered?

Answer #7: Yes.

Question #8: When filling out the Program Offering Summary tab in the workbook, how would an agency properly document if they offer the same class at the same location to different cohorts at different times?

Answer #8: Agencies may make this distinction in the "Site Name" column. For example:

MTC West – Class 1 or MTC West – Cohort 1 and would enter multiple lines of information for each cohort.

Question #9: If awarded, do new recipients of the grant (not previously funded agencies) need to enroll students in the fall?

Answer #9: Instructional activity with reported enrollments can occur anytime during the 2021-2022 reporting program year is acceptable.

Question #10: What happens if an agency submits a Narrative Section that exceeds the page limit?

Answer #10: While reviewers will not stop reviewing an application that is over the page limit, it is highly advisable that agencies be as concise as possible, while still being clear and complete, when writing the Narrative Section of the RFP.