

CARES Act, Rapid Credentialing Grant Opportunity

June 16, 2020

Division of Career and Adult Education

Division of Florida Colleges



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Webinar Logistics

- Please keep your audio/phone on mute. This prevents background noise and in-office discussions from disrupting the webinar.
- Please enter any questions into the question pane during the webinar. Time permitting, questions will be answered or addressed in the follow-up Q&A webinar scheduled for June 18.

Welcome and Introduction

Henry Mack, Chancellor

Kathy Hebda, Chancellor



Funding Opportunity for Postsecondary Career and Technical Education (CTE)

Rapid Credentialing Grant (TAPS#21B088)

Due Date: July 17, 2020

NOTE: Funds not requested by August 15, 2020 will be re-allocated to other eligible agencies. If an agency elects not to apply for the funds, the agency head should notify FDOE via email at CTECARESACT@fldoe.org.

<http://www.fl DOE.org/academics/career-adult-edu/funding-opportunities/index.shtml>

Agenda

1. Overview
2. Requirements of the Application
3. Completing the Application
4. Submitting the Application
5. Questions

Lower Wage Workers are Caught in-between the Forces of Business Closures and School Campus Closures

According to Brookings and the University of Chicago, only "[37 percent of U.S. jobs can be performed at home](#)."

[Jobs in transportation, warehousing, construction, retail, agriculture, forestry, fishing and hunting and accommodation and food services are not friendly to teleworking.](#)

- ❑ For many, the impacts may force them to seek training and employment in an entirely different business sector. Florida's educational institutions should be prepared to both help mitigate the economic impact and facilitate training in new career pathways for those seeking them.
- ❑ The [Strada Education Network's survey of 8,000 adults](#) finds that (as of 5/20/20):
 - ❑ 62% of Americans worry about losing their job.
 - ❑ 55% of Americans have lost a job, income or hours.
 - ❑ 39% of those who lost their job believe they need more education to replace it.
 - ❑ 37% of those who lost their job would look to change careers.

COVID-19 Will Likely Widen Achievement Gaps Without Significant Intervention

The new “subgroup” in education are those students without reliable access to a computer or internet, and those students will heavily overlap with other educational disadvantages experienced by students.

- ❑ “[Too many students in low-income and rural communities don't have internet access](#): 35% of low-income households with school-aged children don't have high-speed internet; for moderate-income families it is 17%, and only 6% for middle-class and affluent families. When measured by race and ethnicity, **the gap is greater for African American and Hispanic families.**”
- ❑ April 17-19, 2020 survey data from the Bill & Melinda Gates Foundation found that **10.2% of Florida children do NOT have access to Internet during the day to support learning.**
- ❑ Postsecondary attendance will also be greatly impacted. “[Families who already feel an economic squeeze from the COVID-19 outbreak may not be able to budget the hundreds of dollars necessary for college acceptance deposits.](#)”
- ❑ “[Those who work with homeless students worry that the pandemic will have an outsized impact on many of them](#), now and into the future.”
- ❑ [English Language Learners will often find themselves in a desert of access](#) to digital learning devices and the Internet.

Closing Gaps in Credential Attainment to Accelerate Economic Recovery

The recovery will create jobs that can be filled by unemployed Floridians, but only if they have the essential skills to compete – skills that must be developed in months or weeks. Florida must prepare, pivot and partner with industries outside education to assess and identify the impact of the pandemic on the labor market, identifying new jobs and job functions needed and rapid training programs to meet new work demands and functions.

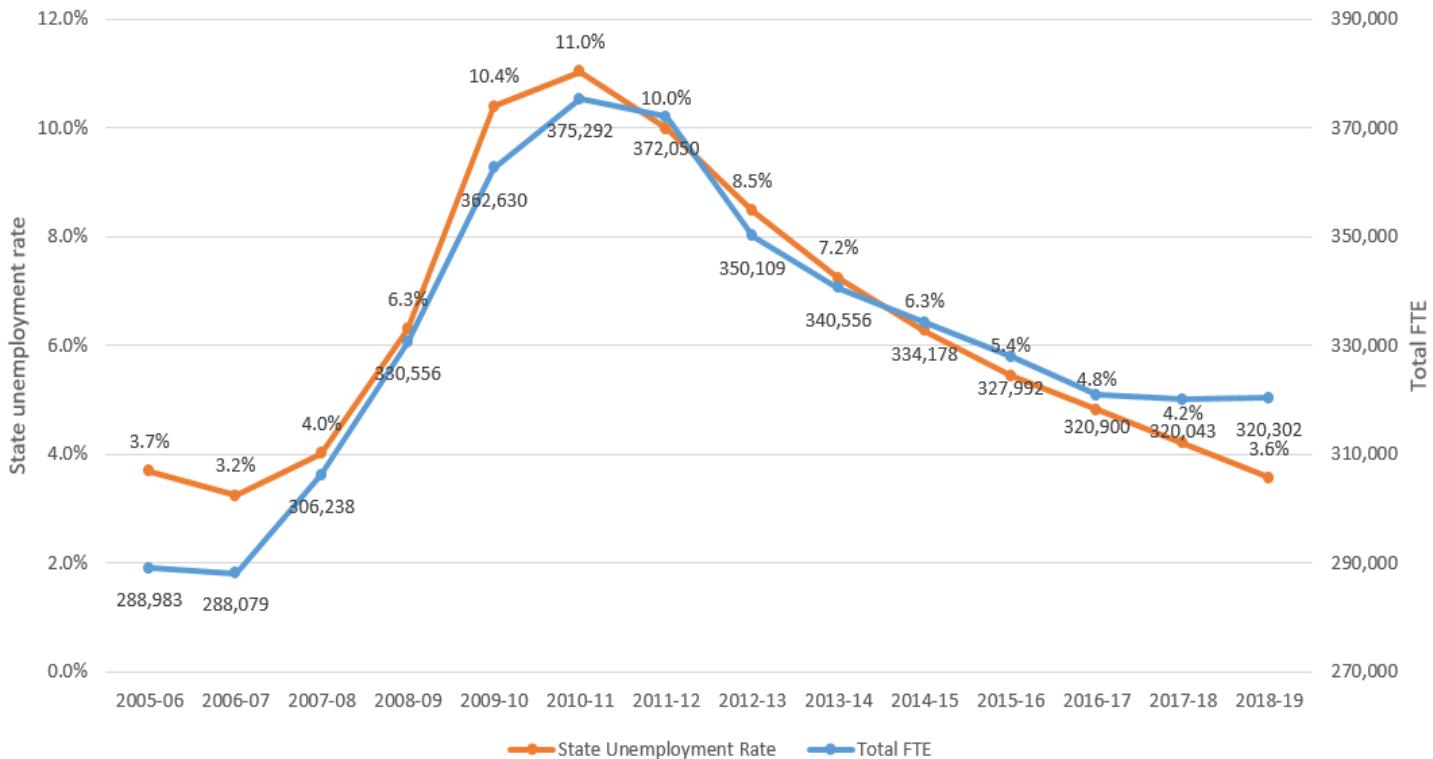
Displaced workers will want to upskill themselves to be more competitive for jobs in the recovery.

Increase in demand for postsecondary institutions that can urgently redesign credential programs to provide immediate relief for essential jobs.

The unique flexibility and programs of state colleges and technical colleges, which can quickly prop up credential programs, will be an asset.

Counter-Cyclical Enrollment in Florida's 28 State Colleges

This table shows Florida state unemployment rates and Florida College System (FCS) total FTE, 2005-06 through 2018-19. **Historical trends, including the Great Recession, show that college enrollments are counter-cyclical to the health of the economy, such that unemployment actually correlates to enrollment increases in Florida's state colleges.**



Historical Impact of Increased Unemployment on Florida College System Enrollment

In analyzing the trends in state unemployment rates and FCS total FTE, on average, as the state unemployment rate increases by 1%, the FCS total FTE increases by 9,596.3, thus the impact continues after the economy recovers (technical colleges increase similarly, on average, by 2,100).

- Florida's state colleges expect a short-term dip in enrollment demand in Summer 2020, followed by rapid increases in demand in the fall and spring terms, especially in metropolitan areas of north, south and central Florida, where enrollment could grow at three to five times the normal rate, just as it did in 2010.
- Anticipated increases in FCS student enrollment will be amplified by the various proposals for further federal stimulus, mostly through a combination of direct spending and credit easing, creating a boom in construction and other essential infrastructure jobs and a larger and quicker demand for skilled workers.

Rapid Credential Programs to Accelerate Recovery

New rapid credential programs – from 1 to 18 weeks for completion – will be necessary to accelerate recovery both for individual households and the state overall.

For individuals, these jobs will pay better and carry higher benefits than those from which they were suddenly furloughed.

Postsecondary should align with CareerSource Florida, credentialing and certification entities to align with high demand jobs, recovery critical, jobs.

Continued flexibility in enrollment, credentialing and certifications will enable postsecondary to respond to job market demands for the full period of recovery.

Overview

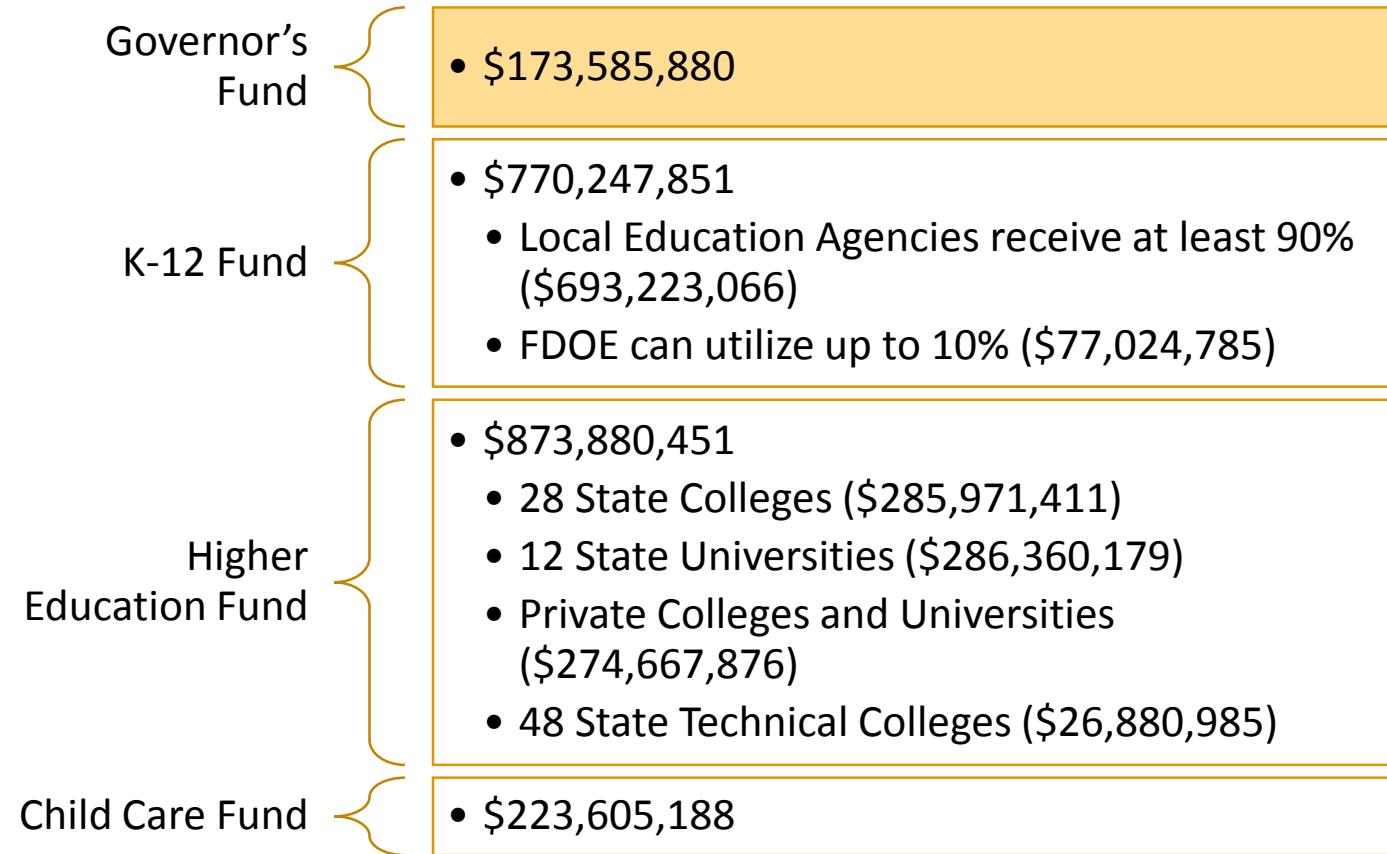
The goals align with Governor DeSantis' priorities for Florida's economy and the [State Board of Education's 2020-2025 Strategic Plan](#), as revised November 2019.

- Friday, March 27, President Trump [signed into law](#) the *Coronavirus Aid, Relief, and Economic Security (CARES) Act*. This assistance for states includes more than \$2 billion combined for an [Education Stabilization Fund](#) and child care relief, supporting young Floridians birth through Postsecondary.
- The Governor and Commissioner's analysis and recommendations consider the total impacts of all four education-related CARES Act funding sources combined, albeit the majority of those funds are not directed by FDOE and in some cases are distributed directly to educational institutions.

The Four Education Related Categories of CARES Act Funding

The Governor's and Commissioner's recommendations herein pertain to three flexible funding streams:

- Governor's Fund
- FDOE's portion (10%) of the K-12 Fund
- Child Care Fund



Link to full plan: <http://fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>

Rapid Credentials

\$35 Million (from Governor's Emergency Education Fund - GEER)

- In partnership with the state's 28 Florida College System (FCS) institutions and the state's 48 technical colleges, FDOE is proposing to increase capacity around short-term, in-demand 1) *technical certificate programs* (i.e., short, *credit* options offered by all our FCS institutions), 2) market-driven and in-demand *clock hour career certificate* programs (i.e., short, vocational training programs offered by our technical colleges) and 3) engaging, transformative, in-demand *industry certification* preparation courses (i.e., courses that culminate in an industry-recognized certification that can articulate into college credit).
- FDOE has identified over 100 of these programs statewide and has cross-walked them to CareerSource Florida's in-demand sector strategies.
- All three (i.e., technical certificates, clock hour career certificates, and industry certifications) of these kinds of workforce education-related options are accessible, affordable, and articulate into "higher-level" credentials (i.e., AS degrees or BAS degrees) that will make Florida a national exemplar by way of COVID-19 economic stabilization and recovery efforts.
- Looking *forward*, FDOE intends to bring all of its resources to bear in helping faculty, administrators and staff to provide the necessary resources to reimagine its postsecondary CTE offerings as a mechanism for economic and social mobility.
- This proposal marries perfectly with the following Dashboard concept, the state's new Perkins V Plan and partnership with CareerSource Florida & regional workforce boards and the state's WIOA funding support of online CTE instruction.

Requirements of the Application

Tara Goodman, Vice Chancellor

Overview of Building Rapid Credentialing Grant Opportunity

- **Purpose:** The purpose is to assist Florida College System (FCS) institutions and district postsecondary technical colleges/centers in their ability to enroll and complete students in short-term, in-demand workforce/career and technical education (CTE) credentialing and certificate programs.

Funds are directed to connecting those unemployed, underemployed, or furloughed with training in an in-demand area of the regional workforce board. Funds may be used to purchase necessary equipment, underwrite costs associated with administering in-demand non-credit industry certification preparation or clock hour career certificate programs or for-credit short-term CTE courses/programs.

- **Target Population(s):** Postsecondary career and technical education students and Students enrolled in non-credit workforce training
- **Eligible Applicant(s):** Florida Public School Districts and Florida College System Institutions

Overview of Rapid Credentialing Grant Opportunity (cont.)

- **Allowable Expenses:** Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.
- **Unallowable Expenses:**
 - Expenses associated with Indirect Cost are unallowable.
 - RFA includes a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

Overview of Rapid Credentialing Grant Opportunity (cont.)

- **Matching Requirement**

- 25% of the grant award must be matched with another cash funding source.
 - In-kind or tuition waivers may not be used for matches.
 - Perkins V Postsecondary funds may be used for match if the program meets Perkins size, scope, and quality and labor market alignment requirements
 - Perkins funds may not be used for non-credit program delivery

- **Additional Conditions**

- Agencies must spend 75% of funds on CTE programs that lead to middle to high wage employment.

Allocations for each Eligible Agency

- Allocations by school districts with accredited technical colleges/centers and Florida College System institutions are provided in application (Excel).
- Based on a minimum of \$150,000 per agency plus a pro-rated share of additional funds based on unduplicated headcount in postsecondary career and technical education programs.

Reporting Requirements

- Assurance #7
 - Performance Bi-annual reports
 - Additional Information may be requested:
 - documentation of matching funds expenditures
 - uses of funds by the college/district and demonstration of compliance with Section 18002(c) of the CARES Act, including whether any use of funds was applied to support addressing digital divide and related issues in distance learning
 - description of internal controls the LEA has in place to ensure that funds were used for allowable purposes and cash management principles
 - Guidelines will be released to LEAs under separate cover
- DOE 399, Project Disbursement Report

Completing the Application

Tara Goodman, Vice Chancellor

Required Components of the Application

1. Rapid Credentialing Application (Excel) -

Data input is required in the following tabs

- Title Page
- Assurances
- Part A – Program Chart
- Part B – Matching
- Part C – Narrative
- DOE 101S, Budget Narrative Form*
- Projected Equipment Form*

2. DOE 100A, Project Application Form (Word)

- Agency must complete the form and submit with a signature from the agency head or other authorized person.

*must include CTE Program Name and number

Excel Application – Title Page

- **Action Required:** Enter LEA or Florida College System Name
- See eligible LEAs in Allocation tab of the application

Excel Application – Assurances

- **Action Required:** Review eight assurances and use the check box to agree to all assurances
- See all assurances in the application (tab=Assurances)

By checking this box, I hereby certify that the Florida College System institution or district agency head, or designated representative, agrees to all Assurances, and will abide by all federal, state and local laws.

Excel Application: Part A – Program Chart

- **Action Required:** Provide a complete list of all programs supported with the funds

Agency Number (Grant)	Enter Agency Grant number. See Allocation tab for this number		Total funds (including match)	\$ -	Total Credentials	0	0
		Total Funds on Middle to High Wage Occupations	\$ -				
		Funds per Completer	\$ -				

List each program with expenditures from this fund source in this table. One row for each program. See directions at the top of the Excel table.

Excel Application: Part B – Matching

- Action Required:** Provide information on your matching funds sources and amounts.

Part B -Matching Funds and Source

<i>Agency Number</i>	0
<i>Agency Name</i>	
<i>Grant Funds</i>	
<i>Matching Funds Required</i>	

Agency Grant Number
will pre-populate based
on entry in Part A

<i>Matching Fund Source</i>	<i>Matching Fund Amount</i>
ENTER	\$ ENTER -

Enter information here
Sum of funds listed must
meet or exceed the
"Matching Funds Required
Total" above

Excel Application: Part C - Narrative

- **Action Required:** Provide narrative on the following:
 - Describe how students will be recruited and provided advisement for the programs targeted for grant funds, including how access and inclusion is a part of your recruitment strategy.
 - Describe how students will be placed for employment and your method(s) for tracking placement in related employment.
 - Provide an analysis of the return on investment associated with these funds based on the projected number of individual credentials and the total resources expended.

Excel Application: DOE 101S, Budget Narrative Form

- **Action Required:** Complete the budget and narrative for expenses paid for with grant funds
 - Narrative must indicate the program(s) supported with the funds

Excel Application: Projected Equipment Form

- **Action Required:** Complete this form
- List all with a unit cost over \$1,000 (purchase price)
- Maintain Property Records information

DOE 100A, Project Application Form

- **Action Required:** Complete this form
 - signatures by an authorized entity.
 - accept electronic signatures from the agency head(or authorized person)
 - scanned or PDF copy of a hardcopy signature.
 - accept a typed signature, if the document is uploaded by the individual signing the document.

Submitting the Application

Gloria Spradley-Brown, Bureau Chief

Downloading Application and Naming Conventions

- Link to Grant Application documents: <http://fldoe.org/academics/career-adult-edu/funding-opportunities/cares.shtml>
- Agencies must download the Rapid Credentialing Application (Excel)
- *NOTE: Tabs in the Excel file which require input of information are color coded green. All informational tabs are grey.*
 - Required Application Submission Naming Convention:
 - Application must be submitted as an Excel file and renamed using the following naming convention:
 - 999_Rapid Credentialing.xlsx
 - Replace the numbers “999” with your agency grant number
 - See excel file “Allocation” tab for the grant number

Downloading Application and Naming Conventions

- Agencies must save the DOE 100A document from the Word format in the RFA
- Required Application Submission Naming Convention:
 - DOE100A file must be renamed using the following naming convention:
 - 999_Rapid Credentialing_DOE100A
 - Replace the number “999” with your agency grant number
 - Document may be submitted as PDF file after physical signature of agency head is added.

Email Submission of Forms

- The two required components must be emailed to FDOE to the following address: CTECARESACT@fldoe.org
- Two documents must be attached the submission email:
 1. Completed **Rapid Credentialing Application (Excel)**
 2. Completed and signed **DOE 100A (Word)**

Reminder about Due Date for Rapid Credentialing Grant (TAPS#21B088)

Due Date: July 17, 2020

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CTECARESACT@fldoe.org.

Direct Link to web page with RFA and application document:

<http://fldoe.org/academics/career-adult-edu/funding-opportunities/cares.shtml>

Questions?

NOTE:

Follow-up Q&A session is scheduled for
Thursday, June 18, 2020 at 1:00 p.m. (EDT)

Log-in credentials are the same as for this webinar

All webinar recordings will be posted at the following
link: <https://www.gotostage.com/channel/2de021e2004a4229854c46e48d240fb3>