2014-2015
Funding Opportunities

Re-advertisement

Adult Education and Family Literacy Education Competitive Grants
Due September 4, 2014

Adult General
English Literacy/Civics

http://www.fldoe.org/workforce/dwdgrants/

Division of Career and Adult Education (DCAE)

Funding Conference Calls

August 4, 2014
3:00 PM - 4:00 PM (EDT)
The same information will be presented during both calls.

Call number: 1-888-670-3525
Conference code: 4632608161 then #

Welcome and Introduction

Gloria Spradley-Brown

Bureau Chief

Grants Administration and Compliance

850-245-9053

Please help minimize background noise during the conference call.

Please keep your phone on mute while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.

If you do not have a mute button on your phone, press *6 to mute and *6 to unmute.

Adult Education
Funding Opportunities Conference Call Agenda

1. Welcome and Introductions – Gloria Spradley-Brown
2. Adult Education Updates – Zelda Rogers
3. Request for Proposal Overview - Gloria Spradley-Brown
4. Preparing and Submitting the Proposal - Gloria Spradley-Brown
5. English Literacy/Civics – Zelda Rogers
6. Reporting/Accountability – Tara McLarnon
7. Online Survey and Reviewer Registration – Gloria Spradley-Brown
8. Participants' Questions

Funding Conference Call Goals

To provide funding opportunities information

To provide pertinent programmatic information

To provide performance reporting requirements

To provide Request for Proposal (RFP) submission requirements

Federal Fund Source
Adult Education and Family Literacy Act of 1998

- **Workforce Investment Act of 1998**
  - Title I - Workforce Investment Systems
  - Title II - Adult Education and Literacy
  - Title III - Workforce Investment Related Activities
  - Title IV - Rehabilitation Act Amendments of 1998
  - Title V - General Provisions

Funding Purpose and Priorities

Assist adults to:

- Become <u>literate</u> and obtain the knowledge, skills, and credentials necessary for entering and/or retaining <u>employment</u>, entering into <u>postsecondary education</u> and training, and attaining <u>self-sufficiency</u>.
- Assist adults in <u>completing high school or the equivalent</u>.
- Assist adults who are <u>parents</u> in obtaining the educational skills necessary to become <u>full partners</u> in the <u>educational development of their children</u>.

Funding Purpose and Priorities

Optional activities and services that may be included with this funding are:

- Family Literacy Education
  - Partners in their children's educational development

- English Literacy/Civics Education
  - Help individuals of limited English proficiency achieve competence in the English Language
  - Additional Federal funding set-a-side

Target Population(s)

Adult Education:

- The term "adult education" means services or instruction below the postsecondary level for individuals –
  - (A) who have attained 16 years of age;
  - (B) who are not enrolled or required to be enrolled in secondary school under State law; and

Target Population(s)

Adult Education:

- (C) who –
  - (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
  - (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - (iii) are unable to speak, read, or write the English language

Eligible Applicants

- Local Educational Agency (LEA)
- Community-Based Organization (CBO)
- Volunteer Literacy Organization
- Institution of Higher Education

- Public or Private Nonprofit Agency
- Library
- Public Housing Authority
- Nonprofit Institution
- Consortium of these listed organizations

2014-2015 Funding Allocations

Adult Education and Family Literacy Act (AEFLA)

Adult General Education	$ 269,621
English Literacy/Civics	$ 174,680
Total	**$ 444,301**

2014-2015 Updates
Adult Education and Family Literacy

Zelda Rogers
Director
Adult Education
850-245-9906

Applicants must address the following goals in the grant application:

- Increase the number of adults served
- Increase student achievement
- Improve program and teacher quality
- Support Career Pathways strategic goals
- Ensure accurate data collection and reporting

Career Pathways System Goals

Increase number and percentage of students that enter postsecondary education and earn a certificate, degree, and/or industrial credential
http://www.fldoe.org/workforce/adulted/resources.asp

- Every adult education student will have a career plan using Florida CHOICES or similar system.

- 27% students transition to postsecondary education

- Goal - In the next five years, increase to 50% of all adult education students who earn an adult high school diploma or GED® will successfully transition, by the end of the following academic year, into postsecondary education.

Career Pathways
System Goals

That means our efforts and resources will be aligned to four major goals:

1) improved learning gains;

2) improved secondary school completion;

3) improved postsecondary enrollment; and

4) improved employment

Adult Career Pathways- How will the project incorporate continued improvement & implementation of career pathways strategies and activities

- **Support services** - career exploration and planning that promotes career pathways opportunities for adult learners.

- **Partnerships** that create greater opportunities for adult learners to transition to postsecondary education and workforce training programs.

- **Professional Development** - for all instructional staff to ensure consistent implementation.

- **Contextualized instruction -** integrates basic reading, math, and language skills with industry or occupational knowledge.

- The program services developed to transition or "bridge" the gap between adult education programs and postsecondary education.

Professional Development

Priorities for 2014-2015

- College and Career Readiness Standards Implementation
- Career Pathways Accelerated Models

DCAE sponsored professional development opportunities

- Webinars, training calendar, and other resources posted on the IPDAE website
- CHOICES, TABE, CASAS, and accountability workshops by request
- Face to Face regional workshops on college and career readiness

Florida Performance Targets Technical Assistance

Funded programs must meet or demonstrate improvement in completions and learning gains aligned with the state performance targets for each Educational Functioning Level (EFL).

If a program does not meet goals or demonstrate improvement, they will be required to develop and implement an Adult Education Program Improvement Plan (AEPIP) during the second year of funding.

Request for Proposal (RFP) Overview

Gloria Spradley-Brown
Bureau Chief
Grants Administration and Compliance
850-245-9053

Funding Process

- Application Due Date: September 4, 2014

- Proposals will be scored using a web-based system by three independent, volunteer reviewers

- The three scores will be averaged

- A minimum score of 70 points out of 100 is required for an application to be considered

Funding Process

- Budget/Program Performance Period
  Upon receipt and approval - June 30, 2015

- Funding is awarded on a multi-year basis

- Continuation funding is contingent on success performance outcomes

Preparing and Submitting the Proposal

Gloria Spradley-Brown

Bureau Chief

Grants Administration and Compliance

850-245-9053

Preparing the Proposal

Choose the correct RFP from the website:
http://www.fldoe.org/workforce/dwdgrants/adulted.asp

Read the entire RFP carefully and follow the instructions.

Proposals must contain a series of forms and a narrative.

Use the Checklist (last page of the RFP) to assure all required items are included and arranged in the proper order.

Preparing the Narrative Components

Twenty page maximum for addressing Narrative Components (1-7) – excluding any required forms

Any pages exceeding the 20 page Narrative Components maximum will not be included in the evaluation.

Follow the Narrative Component response format:
* Font - Arial / Size – 12
* Margin size - 1" – both sides and top/bottom margins
* Double spaced
* Single-sided pages
* Complete the narrative using the same sequence presented in the Narrative Components section.

Preparing the Narrative Components

1. Project Abstract or Summary
2. Project Need
3. Project Planning and Design (a-l)
4. Evaluation
5. Support for Strategic Plan
6. Dissemination Plan
7. Budget

Submitting the Proposal

Submit one application with the original Agency Head signature and seven identical copies of the original proposal.

It is the submitting agency's responsibility to ensure that all seven copies are identical to the original.
Submit to:

Office of Grants Management
Florida Department of Education
325 West Gaines Street, Room 332, Unit B
Tallahassee, FL 32399-0400
Attention: Sue Wilkinson

Conditions for Acceptance

Substantially Approvable:
- Received within DOE no later than the close of business on the due date.

- Includes required forms:
  – DOE 100A, Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.
  – DOE 101S, Budget Narrative Form.

- All required forms must have the assigned TAPS Number included on the form.

Budget Narrative Form
DOE 101S

DOE 101S form is in addition to the required Budget Narrative Component #7

Expenditures must be:
- Directly tied to program goals
- Reasonable, allocable and allowable

See Example Budget in RFP

Line item descriptors – must indicate:

for whom, what, why, where, quantity and when

Budget Narrative Form
DOE 101S

Examples of budget items are:
- Salaries
- Professional/Technical Services
- Contractual Services (<u>Signed</u> contractual agreements needed)
- Equipment (must also provide Projected Equipment Purchases Form)
- Materials and Supplies
- Administrative Costs

Budget Narrative Form
DOE 101S

Function Codes are only required for school
districts.

Object Codes (only one per line item) are for:
- School Districts
- Community Colleges
- Private Agencies: Agency Chart of Accounts

Budget Narrative Form
DOE 101S

Administrative Costs including Indirect Costs: In accordance with AEFLA, Section 233 (a-b):

> (a)(1) 95 percent or more expended for carrying out adult education and literacy activities
> (2) Five percent for planning, administration, personnel development, and interagency coordination.
> (b) *Special Rule*. -- In cases where the cost limits described in subsection (a) are too restrictive, eligible provider shall negotiate with the state eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

Agencies interested in pursuing the Special Rule Provision must use the required form at: http://www.fldoe.org/workforce/dwdgrants/default.asp

Local Performance Requirement

- State Performance Targets for each educational functioning level are negotiated with the Office of Career, Technical and Adult Education (OCTAE) on an annual basis.

- Each eligible recipient will be <u>expected to meet the State Performance Targets or show improvement.</u>

Local Targets are the same as State Targets.

Program Improvement Plan

- If eligible recipient failed to achieve at least 90% of the State targets or failed to show improvement from the previous year completion rate, then an Adult Education Program Improvement Plan (AEPIP) will be required for each Educational Functioning Level (EFL) that failed to meet the required standards.

Contractual Service Agreements

The RFP contains a Contractual Service Agreements section for subcontracting services to another entity (sub-recipient).

The applicant is solely responsible for all programmatic, reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services accurately report all required data for the NRS.

Additional resource information: State of Florida Contract and Grant User Guide (pages 11 and 12 for a checklist). http://www.myfloridacfo.com/aadir/docs/ContractandGrantManagementUserGuide.pdf

Funded Projects

Project Award Notification, DOE 200, will outline the method of reimbursement requirements.

Agencies will be reimbursed via one of the following methods:

1. CARDS - Cash Advance and Reporting of Disbursements System
2. Reimbursement with Performance (must invoice)
3. Other (as specified)

Funded Projects
Financial Reports

DOE 499 Adult Education: interim and final reports and invoices

June 30, 2015: last day to encumber funds

August 20, 2015: final fiscal Report (DOE 499) with original signature to DOE Comptroller's Office

Funded CBOs and FBOs (Post Award)

Upon award notification the following are required:

- List of current Board of Directors and Articles of Incorporation.
- Copy of current operating budget.
- Copy of current audit report-if available.
- Copy of Chart of Accounts.
- General Terms, Assurances and Conditions for Participation in federal and state programs.
- Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State).
- DOE 600 – Eligibility Grant Funding Requirements for Non-Governmental Entities

Quality Assurance
Tools and Resources

- Adult Education and Family Literacy
  http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html

- Quality Assurance Policies, Procedures, and Protocols
  http://www.fldoe.org/workforce/compliance.asp

- U.S. Office of Management and Budget (OMB) Circulars
  http://www.whitehouse.gov/omb/circulars/

Quality Assurance Tools and Resources

- A-133 Compliance Supplement
  http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2012

- Florida Department of Education "Green Book"
  http://www.fldoe.org/grants/greenbook/

- Education Department General Administrative Requirements (EDGAR)
  http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

- Grant Award - Terms, Conditions, and Assurances
  www.fldoe.org/grants/greenbook/2013/SecD.doc

English Literacy/Civics Education

Zelda Rogers
Program Director
English Literacy / Civics Education
850-245-9906

English Literacy/Civics Education

Integrates English literacy instruction and civics education.

Participants will gain the skills and knowledge to be successful as family members, citizens, and workers.

Participants will understand and navigate government, educational, workplace systems and key institutions.

English Literacy/Civics Education

Expands English language skills through activities in the following areas:

- Problem-solving
- Understanding local resources and services
- Citizenship instruction
- Understanding and using labor market information
- Other activities are listed in the RFP

English Literacy/Civics Education

Instruction must cover the following content areas:

- **Rights and responsibilities of citizenship**
  - Citizenship is meant in the broader sense of being a good neighbor, a responsible member of one's community.
- **U.S. naturalization procedures**
  - Has 3 parts: Complete the N400 form, respond orally to selected questions from a list of 100 questions, and write statements dictated by the examining officer.
- **Civic participation**
  - Participation is meant in a broad sense of engaging in activities that we all benefit from, such as visiting monuments, attending public school, meetings of public entities, using the library, health department, and post office.
- **U.S. history and government**
  - Basic knowledge of important events in the history of the US, the names and roles of major government office holders, the systems of representation and voting, and the branches of government.

English Literacy/Civics Education Resources

Free online course:
http://www.elcivicsonline.org

EL Civics Teacher Handbook
http://www.fldoe.org/workforce/adulted/resources.asp

National Reporting System (NRS) Reporting Requirements

Tara McLarnon
Director, Research and Evaluation
Bureau of Budget Accountability and
Assessment
850-245-9005

Why is NRS Important?

Statutory requirements
- Adult Education and Family Literacy Act
- Workforce Investment Act

Impacts future funding/incentive dollars
- Basis for Florida receiving incentive dollars

Major component of accountability process

Supports program improvement

Who Reports NRS Data?

All grantees receiving federal funding for:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
  - Adult High School (AHS)
  - High School Equivalency Prep
- English for Speakers of Other Languages (ESOL)

NRS Report Overview

Annual federal report used to evaluate state level adult education program effectiveness

Uniform reporting system with common definitions and terminology across the nation

- Established Educational Functioning Levels (EFLs)
- Educational Gain became effectiveness measure
- Tied performance to continued federal funding

Unique Reporting Requirements

- Students must be enrolled a minimum of 12 contact hours in the program year to be NRS reportable

- An educational gain is calculated from the lowest EFL only

- Distance education courses must use on-site proctored assessments to be NRS reportable

- Co-enrolled high school students excluded

Educational Gains

- Advancing to the next Educational Functional Level in the program year

- Initial placement for ABE and ESL students into lowest EFL must be based on assessment scale scores

- Technical Assistance Paper on Adult Education Assessments:
  http://www.fldoe.org/workforce/AdultEd/taps.asp

Follow-up Measures

▪ Outcome measures that students may achieve at some time following participation in adult education.
 – Entered Employment
 – Retained Employment
 – Receipt of a secondary school diploma or GED
 – Placement in postsecondary education or training

Additional Data Reported

- Highest level of schooling completed

- Location of prior schooling

- Personnel

  - Number of part time and full time instructors, administrators, and support staff

  - Number of years of teaching experience

  - Type of teacher certification

How is NRS Data Collected?

Starts at the local level by using standardized records/forms

- Intake staff must collect and record NRS measures
  - Age, ethnicity, race, gender
  - Employment status, prior schooling level and location
- Teachers must
  - Collect and report attendance
  - Collect and report student progress
  - Assist with goal setting
  - Report other missing information

How is NRS Data Reported?

- Districts, Colleges, and Community-Based Organizations (CBOs) will send all Adult Education data through the state reporting system during the year on the published schedule.

- Workforce Data Information System - for districts

- Florida College Student Database - for colleges

- CBO - submit individual student records through web-based submission similar to colleges.

NRS Data Quality Improvement Processing

Grantees must:

- Use locally-standardized student intake/processing and achievement forms

- Collect individual student records in a relational database

- Collect data monthly, at a minimum

- Run edit checks monthly, at a minimum

- Produce required monthly reports for program improvement

- Submit data to state on a prescribed time schedule

Federal Performance Measures

The data collected for the NRS data tables are used to calculate performance measures and set state targets, which are negotiated annually with the OCTAE.

Florida Performance Measures

Approved Performance Measures and State Targets (located in the Attachments section of the RFPs)

- State targets for Florida's performance measures provide a frame of reference to encourage higher goals for Florida student outcomes.

- Recipients are expected to meet the targets or demonstrate improvement.

- Achieving Florida's Adult Education State Targets will be based on each recipient's accurate data submission of EFLs for enrolled students as reported in the National Reporting System (NRS) Table 4, Column D.

NRS Contacts and Web Information

Program NRS Contact
- – Tara McLarnon, 850-245-9005
- – Tara.mclarnon@fldoe.org

MIS NRS Contact
- – Debbie Gabert, 850-245-9508
- – debbie.gabert@fldoe.org

Florida NRS Web Site
http://www.fldoehub.org/CCTCMIS/Pages/nrs.aspx

USDOE NRS Web Site
http://www.nrsweb.org

Online Survey
and
Reviewer Registration

Marcy Sieg
Program Specialist
Grants Administration and Compliance
850-245-9043
Marcy.Sieg@fldoe.org

Online Survey and Reviewer Registration

Survey for this conference call -

Please take a few minutes to give us your feedback via this survey posted on our website:

http://www.fldoe.org/workforce/dwdgrants/

Reviewer registration for this competition year -

Your opportunity to review and score grants

http://data.fldoe.org/register/wfgrantsCR/

Participants' Questions