

# FLORIDA DEPARTMENT OF EDUCATION

2022-2023 Request for Proposal (RFP Discretionary)

**Farmworker Career Development Program – Area 2**

**RE-ADVERTISEMENT**

**\*Revised 9/26/22 – Change of Due Date**

Bureau / Office

Division of Career and Adult Education, Farmworker Career Development Program

TAPS Number

23B001

Program Name

National Farmworker Jobs Program (NFJP), Farmworker Career Development Program (FCDP)

Specific Funding Authority(ies)

Workforce Innovation and Opportunity Act (WIOA) of 2014, Title I, Section 167 National Farmworker Jobs Program (NFJP), CFDA # 17.264

Funding Purpose / Priorities

Strengthen the ability of eligible farmworkers and their families to achieve economic self-sufficiency. The program serves eligible farmworkers and their dependents that have socio-economic and educational barriers, as identified by the United States Department of Labor for WIOA, Title I, Section 167 funded

Total Funding Amount

**$128,558 (Allocation is contingent on Florida’s 2022 Federal Award)**

(Refer to Allocation Chart in **Attachment A)**

Type of Award

Discretionary Competitive

Budget / Program Performance Period

July 1, 2022 to September 30, 2023

Target Population(s)

Disadvantaged NFJP eligible farmworkers, as in Part 669, §669.110, of the Federal Register / Vol. 65. No. 156 / Friday, August 11, 2000 / Rules and Regulations (Refer to **Attachment B**).

Eligible Applicant(s)

Public and private organizations in areas indicated on the **Allocation Chart** (Refer to **Attachment A**)

Application Due Date

Due on or before **Friday, October 7, 2022 at 5 PM (EDT)\***

* The due date refers to the date of receipt in the Office of Grants Management. Proposals must be received at **FDOE no later than the close of business (5PM EDT) on the due date.**

Applicants must submit all application documents to FDOE Office of Grants Management via email to: FCDPGRANT@fldoe.org.

**For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management, meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

Notice of Intent-to-Apply

The due date to submit the Notice of Intent to Apply to Florida Department of Education (FDOE) is **Friday, September 23, 2022.**

The Intent to Apply form will provide FDOE with the necessary information to create your agency’s

Office of Grants Management cloud-based “ShareFile” account associated with this grant’s TAPS number.

Each agency may list up to four (4) individuals who are authorized to access the ShareFile account associated

with theNational Farmworker Jobs Program (NFJP), Farmworker Career Development Program (FCDP) Grant.

The FDOE recommends at least two individuals be listed.

The link to submit your agency’s Notice of Intent to Apply form for the 2022-2023 Farmworker Career Development Program Grant is <https://www.surveymonkey.com/r/H2HHL6V> .

Notice of Intent to Apply form is recommended, but not mandatory to submit a grant application.

**Method of Answering Frequently Asked Questions or Providing Changes**

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

To ensure that all eligible providers have access to the questions and answers, this information will be posted.

All Frequently Asked Questions will be posted on the Program Office website at: <https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2022-2023-funding-opportunities/>

The last date that questions will be answered is **Friday, September 23, 2022.**

Matching Requirement

NONE

Contact Persons

**Program Contact** **Grants Management Contact**

James Haugli Paula Starling

State Director, Farmworker Career Educational Consultant

Development Program Office of Grants Management

(813) 224-1920 (850) 245-0711

James.Haugli@fldoe.org Paula.Starling@fldoe.org

Assurances

The FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with the following:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text is in Section D of the Green Book.

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Private Colleges, Community-Based Organizations and Other Agencies**

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

**Note:** The Uniform Grants Guidance, UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014 and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

**School Districts, State Colleges, State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

**Governmental and Non-Governmental Entities** must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found at the following link: <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls>

**Grants Management Training**

Non-public entities are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency’s financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found using the following link:

<https://portal.fldoesso.org/PORTAL/Sign-On/SSO-Home.aspx>

Non-participation in the training program may result in termination of payment(s) until training is completed.

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

**Reimbursement with Performance**

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

**Fiscal Records Requirements and Documentation**

Refer to the Allocation Chart in **Attachment A** for DOE101S budget amounts.

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at the following link: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to the following: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 599 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

**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. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

**Unallowable Expenses:**

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

Below is 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. Sub-recipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Proposal preparation including the costs to develop, prepare or write the proposal
* Pre-award costs
* Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
* Meals, refreshments or snacks
* End-of-year celebrations, parties or socials
* Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
* Out-of-state travel without FDOE pre-approval
* Overnight field trips (e.g. retreats, lock-ins)
* Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
* Gift cards
* Decorations
* Advertisement
* Promotional or marketing items (e.g., flags, banners)
* Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
* Land acquisition
* Furniture
* Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
* Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
* Dues to organizations, federations or societies for personal benefit
* Clothing or uniforms
* Costs for items/services already covered by indirect costs allocation

Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at

[www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf](http://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf)

Equipment Purchases

**Federal Requirement**

Any equipment purchased under this program must follow the Uniform Grants Guidance found at <http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>  or the Reference Guide for State Expenditures,

<https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:  <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken, and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states:  All tangible personal property with a value or cost of $5,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

In accordance to UGG, Section 200.302 (b) (4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”

In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items $1,000 to $4,999. Items over $5,000, must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure the Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $5,000 or more on the DOE 101S Budget Narrative Form and on the Projected Equipment Purchases Form (applicant may use this form or another format that contains the information appearing on this form).

Administrative Costs including Indirect Costs: Federal

In accordance with WIOA, Section 167, administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities.

Administrative costs are costs that cannot be identified with any single program but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. General and Administrative (G &A) costs may include:

* Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
* Audit costs;
* Legal fees;
* Equipment associated with administrative tasks or positions;
* Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
* Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;
* Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE;
* Liability insurance; and
* Any other cost associated with administrative activities or tasks.

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. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, 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. This report shall detail the total compensation for the entities’ executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990.  This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link, <https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf>

**Narrative Section**

Scope of Work/Narrative Components and Scoring Criteria

|  |
| --- |
| **NARRATIVE SECTION** |
| **Instructions for Completing the Narrative Information**Following the instructions within each narrative component, are ***Criteria***.  *These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*Complete the proposal using the same sequence presented in this narrative section. The standard scoring *Criteria* is based on a 115-point scale, with a minimum score of 80 points required for an application to be considered eligible for funding.1. Before inserting any text or information into the Proposal Narrative Section, forms and charts, save the pages/charts/forms in Word on your computer.
* Use size 12-point font.
* Responses should be brief, clear and concise.
* All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
* An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
* The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
* The department will also accept a typed signature, if the individual signing the document uploads the document.
1. Submit the proposal through the Office of Grant Management email address: FCDPGrant@fldoe.org.
2. Place all proposal items in the order specified in the **Checklist** (Refer to the last page of this RFP document).
3. NARRATIVE SECTIONS (1-8): MAXIMUM PAGE LIMIT IS THIRTY (30) PAGES

This does not include any required forms, tables/charts, and/or other specified information.**Narrative Section response format:**a) Font - Arial / Size – 12b) Margin size - 1” – both sides and top/bottom marginsc) Double spaced (this does not include charts)d) Single-sided pages e) Complete the narrative using the same sequence presented in the**Scope of Work/Narrative Components Section**.Grant/Project Proposal must be submitted electronically to the Office of Grants Management email address above in a PDF document. |

1. **Project Abstract or Summary FIXED REQUIREMENT**

**Instructions**

Provide a brief summary of the proposed project including indication of new or existing National Farmworker Jobs Program (NFJP), general purpose, specific goals, brief program design, significance to farmworkers and their families.

***Criteria***

* *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance* *to farmworkers and their families.*
* *It is clear that the proposed project aligns with the intended* ***Funding Purpose / Priorities*** *section.*
* *The applicant has stated whether they are* ***currently operating*** *a National Farmworker Jobs Program (NFJP) project* ***or*** *will be a* ***new*** *provider.*
1. **Project Need 5 points**
2. Describe the need for the proposed project and provide supporting data as evidence relative to local factors and conditions that may affect the farmworker family’s ability to achieve economic self-sufficiency and overcome socio-economic and educational barriers.
3. Describe the gaps and/or weaknesses of available services lacking in the local community, including the nature and magnitude of the gaps and/or weaknesses*.*

***Criteria***

* *The geographic service area of the proposed project is clearly identified.*
* *The socio-economic needs and problems of farmworkers in the identified service area are comprehensive and clearly stated.*
* *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
* *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population(s).*
* *It is evident that the proposed project is focused on those with greatest needs.*
* *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and / or weaknesses.*

**3. Labor Market Assessment 15 points**

1. Provide a comprehensive Labor Market Assessment (LMA) for the service area(s) of the proposed project from Employ Florida by completing the below chart using the following link: [Employ Florida - Labor Market Facts](https://www.employflorida.com/vosnet/Guest.aspx?action=lmiguest&whereto=OESWAGE&plang=E). **No** **other LMA sources will be accepted**.

Include the service area that was used to establish LMA data.

|  |
| --- |
| **Labor Market Assessment Chart** |
|  **Answer the following:** | **Provide a written response in the space below:** |
| 1. What are top 10 industries that currently employ the most workers in the local services area?
 |  |
| 1. What are the top 10 **industries** predicted to have the most future job openings in the local service area?
 |  |
| 1. What are the top 10 **occupations** predicted to have the most future job openings in the local service area?
 |  |
| 1. What will be the 10 fastest growing **industries** (by percentage change of jobs) in the local service area?
 |  |
| 1. What will be the 10 fastest growing **occupations** (by percentage change of jobs) in the local service area?
 |  |

1. All applicants must submit a prospective Targeted Occupation List (TOL) for the funded program year for review and approval. The TOL should include mean and entry level wages for demand occupations in the local regional service area. Applicants may not encumber participant training funds on programs not identified on the approved TOL. Applicants should focus on apprenticeship and pre-apprenticeship training opportunities for their participants and include these on their TOL. Example of CareerSource TOL can be found in in **Attachment I** and Regional Demand Occupation information can be obtained for each area at <http://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>.
2. All applicants must submit a prospective Eligible Training Provider List (ETPL) for the funded program year for review and approval. Applicants may not encumber participant training funds on agencies/trainers not identified on the approved ETPL. Applicants should focus on apprenticeship and pre-apprenticeship trainings, which should also be included on the ETPL. Example of CareerSource ETPLs can be found in **Attachment J** and through each respective regional workforce board; use the following link to locate regional workforce board websites: <https://careersourceflorida.com/career-services/>.

***Criteria***

* *The service area(s) used for the LMA chart is identified.*
* *The LMA chart is completed in full for the identified service area(s) includes – at a minimum:*
	+ *Current local area industries with the most employees*
	+ *Projections for occupations and industries with the most future job openings*
	+ *Projections for fastest growing occupations and industries*
* *The applicant has provided a TOL that reflects the industries included in the chart.*
	+ *Specific job opportunities, mean wages and demand occupations are included*
* *The applicant has provided an ETPL that includes apprenticeship and pre-apprenticeship trainings.*

**Note:**

* The applicant’s TOL and ETPL are not included in the maximum page count for the Narrative Components.

**4. Project Design and Implementation 70 points\***

**(\*Section 4. a – h is assigned a total of 70 points as specified below.)**

**a. Objectives and Timelines 10 points**

The below “Projected Performance Targets PY 22/23” chart outlines the expected goals for each service area. Use this chart to complete the following two questions.

**Adult**

**Youth**

**Adult**

**Youth**

**Adult**

**Youth**

**Adult**

**Youth**

**Adult**

**Youth**

**1**

Alachua, Bradford, Clay, Duval, Flagler,

Marion,Nassau, Union, Putnam, St. Johns,

Volusia

**43**

**16**

**19**

**7**

**17**

**6**

**3**

**1**

**5**

**2**

**2**

Lake, Orange, Osceola, Seminole

**48**

**18**

**22**

**8**

**19**

**7**

**3**

**1**

**5**

**3**

**3**

Hillsborough, Pinellas, Pasco

**109**

**40**

**49**

**18**

**44**

**16**

**7**

**2**

**11**

**6**

**4**

Polk

**133**

**49**

**60**

**22**

**53**

**20**

**8**

**3**

**14**

**7**

**5**

Charlotte, Manatee, Sarasota

**108**

**40**

**49**

**18**

**43**

**16**

**7**

**2**

**11**

**6**

**6**

Desoto, Hardee and Highlands

**95**

**35**

**43**

**16**

**38**

**14**

**6**

**2**

**10**

**5**

**7**

Indian River, Martin, Okeechobee, St. Lucie

**133**

**49**

**60**

**22**

**53**

**20**

**8**

**3**

**14**

**7**

**8**

Glades, Palm Beach

**28**

**10**

**13**

**5**

**11**

**4**

**2**

**1**

**3**

**1**

**9**

Hendry, Collier, Lee

**122**

**45**

**55**

**20**

**49**

**18**

**8**

**2**

**13**

**6**

**10**

Broward, Miami-Dade, Monroe

**131**

**48**

**59**

**22**

**52**

**19**

**8**

**3**

**14**

**7**

**950**

**350**

**429**

**158**

**379**

**140**

**60**

**20**

**100**

**50**

Total:

**Total Participant Goal**

**Reportable Individual**

**Goal**

**Credential Goal**

**Entered**

**Employment Goal**

**Apprenticeship**

**Projected Performance Targets for PY 22/23**

**Area**

**Counties**

1. Identify the measurable objectives for the proposed project using the below performance target plan chart for both adult and youth participants. Refer to the “Projected Performance Targets PY 22/23” Chart for expected goals by area. Use these goals as a guideline to establish the measurable objectives for the program.

|  |
| --- |
| **Performance Target Plan for PY 22/23** |
| **Performance Measures**  | **ADULT** | **YOUTH** |
| Total Participants |   |   |
| Attained a Credential |   |   |
| Entered Employment |   |   |
| Apprenticeship |   |   |
| Reportable Individuals |   |   |

1. Describe the timeline to complete the measurable objectives identified above for the proposed project using the below chart for program participants. The program plan should include specific and realistic plans to achieve the above goals and successfully address the needs of the target population or other identified needs.

|  |
| --- |
| **Timeline for PY 22/23** |
| **Quarters** | **Plan to Achieve Measurable Objectives** |
| Quarter 1: July - September |   |
| Quarter 2: October - December |   |
| Quarter 3: January - March |  |
| Quarter 4: April - June |   |

***Criteria***

* *The Performance Target Plan Chart is complete and contains objectives that are clearly specified, measurable, qualitative, challenging, yet achievable, and address all expected goals of the proposed project.*
* *The Timeline Chart is complete and includes specific, realistic, and consistent plans that align with the measurable objectives that are outlined in the previous chart and will successfully address the needs of the target population or other identified needs.*

**b. Participant Assessments 5 points**

1. Explain how the program will assess participants: career goals using an interest profiler assessment and academic levels in reading, language, and mathematics specifically by answering the following. Additional detailed information regarding participant assessment requirements are located in **Attachment E**.
	1. Which interest profiler assessment tool will be utilized? (such as USDOL’s O\*NET My Next Move)
	2. Which academic assessment tool will be utilized to evaluate participants (reading, math and language levels): Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), or combination of both?
	3. Who will conduct the academic assessment? (examples: awarded applicant, local education agency, CareerSource board)?
2. Explain how the program will align participants career assessment (Interest Profiler), and Test of Adult Basic Education (TABE) or Comprehensive Adult Student Assessment System (CASAS) results to match participants with appropriate service options to achieve their goals. Specifically, to create the participants Individual Employment Plan (IEP) and measure their Measurable Skill Gains (MSG).

***Criteria***

* *Cleary identify the career assessment tool, academic assessment tools, and how they will be administered.*
* *Procedures and methodology used to complete the participant’s Individual Employment Plan (IEP) are described relate to the participants assessment results and are appropriate to the target population.*

**c. Training and Other Services 20 points\***

**(\*Section 1 - 2 are assigned a total of 20 points as specified below.)**

NFJP participants are split into adult and youth categories at the time of enrollment, both receive training and other services. Further information about this is located in **Attachments C & D** use this information to answer the following questions.

1. **Adult Participants:** **10 points**

Explain the training and other services to be provided that will help farmworker adults and their families overcome socio-economic and educational barriers to promote self-sufficiency. Plan should include the strategies that will be used to place participants in jobs that will lead to long-term retention. Complete the below chart explaining the planned allowable activities and services, include who will provide those services: awarded applicant agency or if they will be referred out to other agencies and include those agencies and referral process as appropriate. Planned services should include the programs capacity to serve participants virtually*.*

Sections listed in the chart are required unless otherwise noted, additional services can be added by referring to **Attachment C** for details; add additional lines for services as needed.

|  |
| --- |
| **Planned Allowable Activities and Services** |
| **Career Services** | **How program plans to offer services that will be provided:** |
| * Basic Career Services
 |  |
| * Individualized Career Services
 |  |
| * Follow up Services
 |  |
| **Training Services** |
| * Occupational Skills Training
 |  |
| * Registered Apprenticeship
 |  |
| * On the Job Training (*optional*)
 |  |
| **Related Assistance Services** |
| * Emergency Assistance to Reportable Individuals
 |  |
| * Pesticide and worker safety training (*optional*)
 |  |

***Criteria***

* *Virtual capacity to serve participants is included.*
* *Plans to provide Career Services are clearly described and include at a minimum:*
* *Outreach, Eligibility Determination, Initial Assessment*
* *Job search, placement assistance, career counseling*
* *Developing individual employment plans (IEP)*
* *Short‐term pre‐vocational services*
* *Quarterly follow up processes*
* *Supportive services that are clearly identified and will enable participants to overcome barriers.*
* *Plans to provide Training Services that meet demand occupations and lead to long-term job retention are clearly described and include at a minimum:*
	+ *Occupational Skills Training*
	+ *Registered Apprenticeship and pre-apprenticeship*
* *Plan to provide Related Assistance Services are clearly described and include at a minimum:*
	+ *Emergency Assistance to Reportable Individuals*
* *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and/or weaknesses.*
1. **Youth Participants:** **10 points**

Describe how the project will serve NFJP Youth by completing the below chart indicating how the 14 program elements will be provided. All applicants are required to offer all 14 program elements to each youth participant. Based on each NFJP youth’s Individual Employment Plan (IEP), referrals and co‐enrollments to various desired Youth program elements not provided by the applying program can be pursued through local One‐stop CareerSource partners or other partner programs. The plan should identify if the service will be provided by the awarded applicant agency or if they will be referred out to other specific agencies and include those agencies and referral process as appropriate. Planned services should include the programs capacity to serve participants virtually. **Refer to Attachment D** for details on serving NFJP Youth including the 14 program elements.

|  |
| --- |
| **Planned Youth Required Services** |
| **Youth Program Elements** | **How program plans to offer services that will be provided:** |
| 1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention |  |
| 2. Alternative Secondary School Dropout Recovery Services |  |
| 3. Paid and Unpaid Work Experience |  |
| 4. Occupational Skills Training |   |
| 5. Education Offered Concurrently with Workforce Preparation |  |
| 6. Leadership Development Opportunities |   |
| 7. Youth Supportive Services |   |
| 8. Adult Mentoring |   |
| 9. Follow up Services |   |
| 10. Comprehensive Guidance and Counseling |   |
| 11. Financial Literacy Education |   |
| 12. Entrepreneurial Skills Training |   |
| 13. Services that Provide Labor Market Information |   |
| 14. Postsecondary Preparation and Transition Activities |   |

***Criteria***

* + *The Planned Youth Required Services chart is complete and includes the applicant’s plan for serving youth with specific, realistic, and concise plans that align with the 14 program elements as detailed in Attachment D.*
	+ *Virtual capacity to serve participants is included.*
1. **Apprenticeship Capability 5 points**

Describe how the project will enroll participants in Registered Apprenticeship programs in the below chart. This should include capability for enrolling participants in local pre-apprenticeship programs as well. In particular, explain in detail the programs involvement with Registered Apprenticeship programs. Include the contact information for the programs regional Apprenticeship Training Representative (ATR) [Registered Apprenticeship Programs](http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/). **Refer to Attachment C** for details on registered apprenticeships.

|  |
| --- |
| **Apprenticeship Capability**  |
| Local Registered Apprenticeship Training Representative (ATR): |   |
| ATR Contact Information:* Phone
* Email
* Address
 |   |
| List Local Apprenticeship & Pre-Apprenticeship Programs: |  |
| Number of participants placed in apprenticeship programs: |   |
| Plan to enroll participants into registered apprenticeship and pre-apprenticeship programs: |  |
| Past successes and challenges: |  |

***Criteria***

* + *The Apprenticeship Capability chart is complete and includes:*
		- *The applicant’s plan for enrolling participants in Registered Apprenticeship programs with specific, realistic, and concise strategies.*
		- *The region’s Apprenticeship Training Representative (ATR) contact information and local Registered Apprenticeship programs.*
		- *Specific data relating to previous apprenticeship performance.*
		- *Successes and specific challenges with plans to overcome these in the future.*
1. **Collaboration with Local Agencies 10 points**
2. Describe the project’s plan for collaborating and/or sub-contracting with agency resources in the community that will provide services to the farmworker population. The plan should demonstrate coordination of services with other available resources in the community, such as establishing strong links with elementary, secondary, and postsecondary educational institutions, one-stop centers, job training programs, and social service agencies. The activities and expected contributions of each partner should be clearly identified in the plan and include any referral processes to coordinate efforts if necessary.
3. Each applicant MUST submit (a minimum of five) fully executed signed Collaboration Agreements (at least one of the five must be an employer.) Template example of a Collaboration Agreement is located in **Attachment** **F**)

At a minimum, the following data elements are required in each Collaboration Agreement:

* Agency Name
* Contact Person
* E-mail
* Address
* Phone Number
* Types of services to be provided – instructional and/or other
* Timeline for services to be provided
* Total funding amount to the sub-recipient – if applicable
* Signed and dated

**Note:**

* 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 program.
* The signed Collaborative Agreement(s) are not included in the maximum page count for the Narrative Components.

***Criteria***

* *The activities coordinate with other available resources in the community, such as establishing strong links with educational institutions, one-stop centers, job training programs, and social service agencies.*
* *The roles, activities and expected contributions of each collaborative partner are clearly stated in the Collaboration Agreement and are aligned with the proposed project.*
* *At least 5 Collaboration Agreements are included and are signed by both partners (the applicant and the collaborating agency head).*
	+ *At least 1 agreement is with an employer*
1. **Collaboration with the LWDB FIXED REQUIREMENT**

Provide a fully executed Memorandum of Understanding (MOU) **for PY 2022-2023** with the Local Workforce Development Board (LWDB) with current date.

***Criteria***

 *The MOU must include the following:*

* *Delineated responsibilities of each party.*
* *Recognize the local WIOA, Title I, Section 167 National Farmworker Jobs Program (NFJP) provider as a mandatory partner.*
* *A summary of the inter-agency referral process.*
* *The joint outreach processes.*
* *Opportunities for participant co-enrollment in multiple WIOA, Title I, programs.*
* *Outline the streamlining of multi-agency intake processes.*
* *Indicate whether there is a ‘Standing Youth Committee’ in the workforce region (Refer to Attachment D).*

**Note:**

* The applicant’s MOU with the LWDB is not included in the maximum page count for the Narrative Components.
* MOU 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 and before FDOE will award funds.
1. **Local Advisory Board FIXED REQUIREMENT**

Each awarded applicant will be required to establish a Local Advisory Board (LAB), the purpose of this Board shall be to advise, assist, support and advocate for the Farmworker Career Development Program on matters that will strengthen employment opportunities for clients served by our agency. Members are volunteers who share an expert knowledge of the career tasks and competency requirements for specific occupations. The specific details regarding the how to develop the Board are located in **Attachment G**.

1. Describe which members of the local community would be recruited to join the LAB, and how will each LAB member support the program.
2. Describe the services the LAB will provide to benefit participants’ success.

Criteria

* *A list of local community partners that will be recruited to support the program, including name of agency, industry type, and services offered.*
* *The roles and expected contributions of LAB members are clearly stated in the applicants’ plan and are aligned with the needs of the Farmworker community.*
1. **Evidence of Capability 20 points**

Provide evidence of capability to operate WIOA Title I, Section 167 programs. Explain past workforce development experiences, successes, and obstacles with the target population **and** provide supportive data that covers two years of workforce development operations for the time period of **July 1, 2019, through June 30, 2021** in the provided chart:

|  |
| --- |
| **Evidence of Capability - Past Performance** |
| **Performance Measures** | **PY 19/20** | **PY 20/21** |
| **Total Participants** |   |   |
| **Attained a Credential** |   |   |
| **Entered Employment** |   |   |
| **Apprenticeship** |   |   |

Criteria

* *Number of participants served during the specified period is reasonable and demonstrates capability to operate a successful workforce development program.*
* *Prior program monitoring findings, recommendations and commendations are included as evidence of experience, success and challenges.*
* *Participant outcomes for educational and occupational achievements are provided and includes (at a minimum):*
	+ *Total Participants*
	+ *Credential Rate*
	+ *Entered Employment*
	+ *Apprenticeship*
1. **Recruitment / Enrollment Plan 5 Points**

Describe the methods/strategies to recruit participants and share information about the proposed project to appropriate populations. Information should include services to be offered, where and when services can be obtained, and information on eligibility for receipt of services. Recruitment visits should incorporate proactive outreach and recruitment efforts, such as the following:

* agriculture community
* day labor and health care organizations serving farmworkers and their families
* school visits
* attendance of interagency meetings
* the use of radio, television, and print media.

***Criteria***

* *The applicant’s enrollment plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities when indicated.*
* *The methods and strategies used to promote services provided by the applicant are innovative.*
* *The applicants’ plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*
* *The applicant has a clear understanding of NFJP eligibility requirements.*
1. **Budget 20 points**
2. Budget Narrative Component - Identify a budget that reflects objectives and proposed costs of the project. Demonstrate how project funds will be used in a cost-effective and cost-efficient manner, alone or in combination with other resources. Planned expenditures should be realistic, reasonable, and support project activities and objectives and should focus on performance improvement. Additional budget details are available in **Attachment E.**
	1. Describe any in-kind contributions that will be made by the applicant and assign a monetary value to the contributions.
3. Complete the **DOE 101S, Budget Narrative Form**. An example is provided in **Attachment L.** The form is available at the following link: [DOE 101 S](https://www.fldoe.org/core/fileparse.php/5625/urlt/0076847-doe101s.xls).
4. When completing the DOE 101S, under Column (3), Account Title and Narrative, for each line item specify the budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted in the proposal.
5. DOE 101S, Budget Narrative Form must include an explanation of why the expenditures are necessary as shown in the example provided in **Attachment L**.
6. Complete **Attachment H**, Staffing Breakout Form. A job position and salary schedule for each staff member must be included. The form is available at the following link: [Staffing Breakout Form](https://www.fldoe.org/core/fileparse.php/5654/urlt/staffing-breakout-form.xlsx).
7. **Attachment H**, Staffing Breakout Form must list each staff member’s salary and benefits. The totals of each must be equal to the amounts given in the **DOE 101S.**
8. The staffing parameters for **Attachment H** and **DOE 101S** Forms are detailed in **Attachment E.**

**Note:**

* The totals on the **DOE 101S** and **Attachment H** must match.
* The applicant’s **DOE 101S** and **Attachment H** are not included in the maximum page count for the Narrative Components.

***Criteria***

* *The budget narrative is thorough, specific, and supports the proposed project.*
* *The proposed project budget presents expenses that are necessary, allowable, allocable, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
* *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
* *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
* *The required personnel, professional and technical services, and / or travel for the proposed project are clearly and adequately explained as detailed in Attachment E.*
* *The justifications for expenditures are reasonable and clearly explained.*
1. For Federal Programs - General Education Provisions Act (GEPA) FIXED REQUIREMENT

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs*.* For details, refer to the following:<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

1. Support for Strategic Imperatives FIXED REQUIREMENT

Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan. Please use the following link:

<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

Reporting Outcomes

All awarded agencies will be required to submit monthly fiscal and performance reports. Further information will be provided to selected agencies under separate cover. FCDP State office will offer training and technical assistance related to the reporting requirements.

Financial Consequences

**The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract.**

**Farmworker Career Development Program Project Award allocations are based on the expected number of participants to be served. Failure to meet the performance levels will result in a decrease of funding based on actual participant numbers being served*.* The contract manager must assess these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.**

Conditions for Acceptance

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

1. Application is received in the Office of Grants Management by **Friday, September 30, 2022 by 5 PM (EDT)**
2. Application includes required forms: DOE 100A Project Application Form and y DOE 101S - Budget Narrative Form
3. All required forms must have the assigned TAPS Number included on the form
4. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
* **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
* An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
* The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
* The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
1. Application must be submitted electronically to the Office of Grants Management FCDPGrant@fldoe.org

Project Performance Accountability Information, Instructions, and Forms

**The FCDP State Office has already populated this form with the required information.**

* **Sign and submit this form with the proposal as printed.**
* **Refer to Checklist (last page of this RFP) for proper placement of this form in the proposal package.**

 Project Performance Accountability Form

Definitions

* **Scope of Work / Tasks -** The major tasks that the sub-recipient is required to perform.The specific activities performed to complete the Scope of Work.
* **Deliverables -** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
* **Evidence -** The tangible proof.
* **Due Date -** Date for completion of tasks.

|  |  |  |  |
| --- | --- | --- | --- |
| **Scope of Work /Tasks/Activities** | **Deliverables** | **Evidence** | **Due Date** |
| **1) Total Participants Enrolled -** Number of applicants who meet the WIOA, Title I, Section 167 eligibility requirements and are provided career services, training services, youth services, and/or related assistance services. | 100% of FDOE negotiated goal; pending notification from USDOL. | Management Information System of the FCDP State Office | Submit the Monthly Balance Performance Report by the fifth of the month following the month for which activities are reported |
| **2) Total Participants Entering Employment –** Number of participants that are job placed after receipt of Career Services, Training Services, Youth Services and/or Related Assistance Services.  |
| **3) Total Participants Exiting –** Number of participants who meet the WIOA, Title I, Section 167 eligibility requirements and are provided career services, training services, youth services, and/or related assistance services. |
| **4) Total Participants Entering a Training Service** – Number of participants that have entered a minimum of one training service, such as vocational, occupational, on-the-job training, cooperative education, or entrepreneurial training. |
| **5) Apprenticeship -** Number of participants that have enrolled into an apprenticeship program. |
| **USDOL CORE INDICATORS OF PERFORMANCE** | **Deliverables** | **Evidence** | **Due Date** |
| **Reportable Individuals -** an individual who receives only related assistance services that do not require significant involvement of grantee staff time; and do not require a career assessment by grantee staff of an individual’s skills, education, or career objectives (including all emergency assistance services). Any individual receiving only emergency services is counted as a reportable individual. | 100% of FDOE negotiated goal; pending notification from USDOL. | Management Information System of the FCDP State Office | FCDP State Office will provide to sub recipient by the following quarter after quarter close out. |
| **Employment Rate - 2nd Quarter After Exit** - The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit). | 100% of FDOE negotiated goal; pending notification from USDOL. | Management Information System of the FCDP State Office | FCDP State Office will provide to sub recipient by the following quarter after quarter close out. |
| **Employment Rate - 4th Quarter After Exit -** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit). |
| **Median Earnings - 2nd Quarter After Exit** - The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. |
| **Credential Attainment** - The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training [OJT] and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. |
| **Measurable Skill Gains** - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such credential or employment. |
| **Effectiveness in Serving Employers –** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program with the same employer as they were in the second quarter after exit. | To be determined; pending notification from USDOL |

Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attachments

* Attachment A - Allocation Chart
* Attachment B - Target Population
* Attachment C - Program Purpose and Overview of Allowable Activities and Services
* Attachment D - Enrolling and Serving MSFW Youth
* Attachment E - Special Conditions for WIOA, Section 167 Project Awards Form
* Attachment F - Collaboration Agreements
* Attachment G - Local Advisory Board
* Attachment H - PY 2022 Staffing Breakout Form
* Attachment I - Example Targeted Occupation List
* Attachment J - Example Eligible Training Provider List
* Attachment K - Glossary of Terms
* Attachment L - Example Budget Narrative Form (DOE 101S)
* Attachment M - Instructions for DOE 599

**Additional Forms**

* DOE 100A, Project Proposal Form
* Projected Equipment Purchases Form
* Proposal Review Criteria and Checklist

The Allocation Chart is subject to change based on the final federal allocation. All awardees will be notified regarding their final allocation prior to the issuance of their PY 2022-2023, DOE 200, Award Notification.

|  |  |
| --- | --- |
| **PY 2022-2023 Allocations and Counties**  | **Amount Recommended** |
| **~~Area 1~~** | **~~Alachua, Bradford, Clay, Duval, Flagler, Marion, Nassau,~~** **~~Union, Putnam, St. Johns, Volusia~~** | **~~$116,223~~** |
| **Area 2** | **Lake, Orange, Osceola, Seminole**  | **$128,558** |
| **~~Area 3~~** | **~~Hillsborough, Pinellas, Pasco~~** | **~~$292,407~~** |
| **~~Area 4~~** | **~~Polk~~** | **~~$355,263~~** |
| **~~Area 5~~** | **~~Charlotte, Manatee, Sarasota~~** | **~~$290,215~~** |
| **~~Area 6~~** | **~~Desoto, Hardee and Highlands~~**  | **~~$256,098~~** |
| **~~Area 7~~** | **~~Indian River, Martin, Okeechobee, St. Lucie~~** | **~~$355,641~~** |
| **~~Area 8~~** | **~~Glades, Palm Beach~~** | **~~$75,702~~** |
| **~~Area 9~~** | **~~Hendry, Collier, Lee~~** | **~~$326,486~~** |
| **~~Area 10~~** | **~~Broward, Miami-Dade, Monroe~~** | **~~$352,063~~** |
| **Total Allocation** | **$128,558** |

**To be eligible for participation in the WIOA §685.100 Section 167 NFJP program an individual:**

A MSFW Adult

OR

A MSFW Youth (aged 14-24)

* ***Must*** be a citizen or national of the United States, a lawfully admitted permanent resident alien, refugee, asylee, or parolee, or other individual legally authorized to work in the United States [WIOA Section 188 (a)(5)]

***AND*;**

* ***Must*** have not violated Section 3 of the Military Selective Service Act by knowingly and willfully failing to register for the Selective Service registration [20CFR §667.250; WIOA Section 189 (h)

**AND;**

A low‐income individual who faces multiple barriers to economic self‐sufficiency (WIOA Section 3(36) (A)(B)) TEGL No. 18-16.

***AND*;**

***Must*** have performed labor for wages in occupations and industries within agricultural production and agricultural services for 12 consecutive months out of the 24 months prior to proposal for the program involved [20 CFR §685.110]. Primarily employed in agricultural or fish farming labor (earns at least 50 percent of his/her total income from farm work or is employed at least 50 percent of his/her total employment time in farm work) TEGL No. 18-16, Change 1.

***OR***

* Is a dependent of an eligible MSFW (A dependent is an individual who was claimed as a dependent on the qualifying farmworker's federal income tax return for the previous year); If not claimed as a dependent for federal income tax purposes, is able to establish a qualifying relationship with the farmworker.
* The individual receives half of his/her total support from the eligible farmworker's family during the eligibility determination period.

The program purpose is to strengthen the ability of eligible Florida farmworkers and their families to achieve economic self-sufficiency. The program serves eligible farmworkers and their dependents (Refer to **Attachment B**) that have the following socio-economic and educational barriers, as identified by the United States Department of Labor for WIOA, Title I, Section 167 funded programs:

|  |  |
| --- | --- |
| * Dropout
* Unemployed
* Limited English proficient
* English reading below grade 9
* Math skill below grade 9
* Migrant Farmworker
* Seasonal Farmworker
* Economically disadvantaged
* Food stamps
* Veteran
 | * Unemployment claimant
* Unemployment exhaustee
* Offender or parolee
* Disability
* Single parent with dependent under 18
* Pregnant / parenting youth
* Long term agriculture employed
* Lacks work history outside agriculture
* Lacks transportation or means to access it
* Homeless
 |

**Allowable Program Activities**

To meet the education, training and employment needs of farmworkers and their families, program funds shall be used to provide individuals with **Career Services** and **Training Services** as described in Section 134, paragraph (d)(2) of the Act. These services must reflect the needs of the farmworkers and their dependents in the service areas and include the services and training necessary to achieve each participant’s employment goals.

**Career Services**

To be delivered by the program are those services listed below that are authorized by 20CFR §678.45-430

**Basic Career Services**:

* Eligibility determinations;
* Outreach, intake, and orientation to the information and services available through the workforce system;
* Initial assessment of skill levels, aptitudes, abilities, and supportive service needs;
* Labor exchange services, including
	+ Job search and placement assistance and career counseling; and
	+ Appropriate recruitment and other business services on behalf of employers;
* Provision of referrals to and coordination of activities with other programs and services;
* Labor market information, including listings of job vacancies and the skills needed to obtain these jobs, and the occupations that are in demand in the local area and the earnings and skill requirements for such occupations;
* Information about the performance and cost of eligible training providers;
* Information about how the local workforce investment area is performing on performance measures;
* Information about supportive services available in the area and referral to these services;
* Information about applying for unemployment compensation; and
* Assistance with establishing eligibility for non‐WIOA programs of financial aid for training and education programs.

**Individualized Career Services** are to be provided by local areas as appropriate to help individuals obtain or retain employment, and may include the following:

* Comprehensive and specialized assessments of skill levels and service needs, which may include use of diagnostic testing and other assessment tools, in‐depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
* Developing an individual employment plan (IEP);
* Group counseling;
* Individual counseling;
* Career planning;
* Short‐term pre‐vocational services, including the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct;
* Internships and work experiences that are linked to careers;
* Workforce preparation activities;
* Financial literacy services: educating participants on how to create budgets; set up bank accounts; manage spending, credit, and debt; make informed financial decisions; understand identity theft and the significance of credit reports and scores; etc.;
* Out‐of‐area job search and relocation assistance; and
* English language acquisition and integrate education and training programs.

**Follow‐up services** must be provided, as appropriate, including counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

**Work Experience**

An internship or work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience can be conducted in the private, nonprofit and public sectors. Work experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act [20CFR §680.180]. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists.

**Training Services**

Training services may include the following [WIOA sec. 134(C)(3)(D) and 167(D) and 20 CFR §680.200]:

* Occupational skills training, including training for nontraditional employment;
* On‐the‐job training (OJT);
* Registered Apprenticeship;
* Incumbent worker training;
* Programs that combine workplace training with related instruction, which may include cooperative education programs;
* Training programs operated by the private sector;
* Skills upgrading and retraining;
* Entrepreneurial training;
* Transitional jobs;
* Job readiness training provided in combination with services listed above;
* Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services; and
* Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

**On-the-Job-Training**

FCDP sub-recipients may utilize on‐the‐job training (OJT) as a training strategy to increase participant skills and to incentivize hiring of participants. OJT is provided under a contract between the sub-recipient with an employer in the public, non‐profit, or private sectors. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. In limited circumstances, the reimbursement may be up to 75 percent of the wage rate of the participant [WIOA sec. 134(c)(3)(h) and 20 CFR §680.700].

The OJT contract must be limited to the period of time required for the participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of time, FCDP sub recipients should give consideration to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant’s individual employment plan [WIOA sec. 3(44) and 20 CFR §680.700]. FCDP sub-recipients must not contract with an employer who has exhibited a pattern of failing to provide OJT participants with continued long‐term employment with wages, benefits, and working conditions equal to those provided to regular employees who have worked as similar length of time and are doing the same type of work [WIOA sec. 194(4) and 20CFR§680.700].

**Customized Training**

Customized training is designed to meet the specialized skill needs or requirements of one or more employers. Customized training is conducted through a commitment by the employer to retain the individual after successful completion of training. The employer is required to pay a significant share of the cost of the training. Customized training offers opportunities for employers to train individuals to their specific needs and gives the individual a chance to learn and gain desired skills specific to an employer or industry. [cf. State of Florida WIOA Unified Plan Two-Year Modification]

**Registered Apprenticeship**

Registered Apprenticeship is a highly structured training system in which the apprentice works full-time during the day for a sponsoring employer, learning the skills of the trade through On-the-Job Training with a journey worker / mentor. Registered Apprenticeship is a commitment of a few years; not suitable for someone who cannot commit to a long-term training program.

* Apprentices earn a progressive wage - as their skills increase, their wages increase.
* A minimum of 144 hours of related instruction for each year of apprenticeship is required.
* Related instruction is organized related supplemental instruction in technical subjects related to the occupation.
* Most programs utilize local technical schools or community colleges for the related classroom instruction.
* Depending on the trade, the program can last 1 to 5 years, with the average at 4 years.
* There are no tuition fees for registered apprentices for related instruction provided through Local Education Agencies (LEA) as stipulated in Florida Statute 1009.25. The only costs would be tools, books, and materials needed for the trade.
* Upon completion of the program, an apprentice is issued a nationally, recognized Completion of Apprenticeship certificate by the State of Florida.

Applicants seeking entrance into a registered apprenticeship program must apply to the registered program sponsor. Each registered apprenticeship program operates independently and establishes its proposal process and minimum qualifications. Most programs’ minimum qualifications require the following of all applicants –

* being at least 18 years of age,
* possess a High School Diploma or a high school equivalency diploma,
* possess a valid drivers’ license and
* be physically able to perform the work of the trade.

For a complete list of registered apprenticeship occupations in Florida, visit:

<http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/>

(Florida Department of Education Division of Career and Adult Education Apprenticeship Section). By positioning apprenticeships as a proven model that helps employers build a highly skilled workforce, education and workforce partners are breaking through systemic barriers to strengthen the state’s sector strategy initiatives.

**Related Assistance Services**

Related assistance can include, but is not limited to, the following activities [WIOA sec. 167(d) and 20 CFR §§685.110 and 380]:

* Emergency assistance;
* English language and literacy instruction;
* Pesticide and worker safety training;
* Work clothing;
* Transportation assistance;
* Housing (including permanent housing); and
* School dropout prevention and recovery activities.

Under WIOA, FCDP sub recipients may provide youth services to Florida farmworkers or dependents aged 14‐24. NFJP youth (Refer to **Attachment B**) may face many of the same barriers to employment that adult farmworkers do, such as lack of transportation, lack of diploma or high school equivalency, and farmworker status. In addition to these barriers, many youth participants face additional barriers, such as lack of basic life or employability skills, challenging family situations or homelessness, a history of substance abuse, or justice involvement. Because of this potential combination of barriers, many participants can best be served by programs and services that are designed specifically for youth participants.

**NFJP Youth Enrollment**

When enrolling a farmworker Youth as an NFJP Youth participant, FCDP sub recipients should follow these steps:

* Make an eligibility determination;
* Provide intake basic skills and career assessments;
* Develop an individual service strategy as part of the NFJP Youth’s IEP, including which adult or youth program would be appropriate for the individual; and
* Provide career, training, and related services or activities to the youth.

NFJP participants between the ages of 14‐17 will automatically fall into the “Youth” category. Participants between 18 and 24 should be evaluated to determine if they would be best served by **‘adult’** services or **‘youth’** services. Assessments of the participant’s skills, career‐readiness, literacy, and supportive service needs should be taken into consideration when determining the appropriate program(s) for young adults. Some 18 to 24-year-olds may be best served by adult services. If, for example, they have already gained occupational skills through education or training, prior work experiences, and family responsibilities, they should be enrolled as an NFJP Adult. Other participants might benefit from specific youth services based on their personal characteristics, such as maturity, drug and alcohol abuse, homelessness, foster care status, family abuse/neglect, literacy challenges, pregnancy, and lack of employability skills. NFJP participants cannot be designated as both NFJP youth and adult. They must be categorized as one or the other upon enrollment, and their outcomes reported accordingly.

FCDP sub-recipients should look to enroll out of school youth and / or high school dropouts so as not to compete with secondary schools who offer similar programs to youth. Sub-recipients should look for opportunities to enroll youth in adult education programs with identifiable career pathway initiatives aligned to high demand careers.

Career pathway strategies are imperative to the farmworker demographic; coordination of adult education, workforce development, and social services help youth obtain the skills needed to achieve economic self-sufficiency. Career pathways for adult education not only coordinates residents and adult education learners with career resources, but attempts to provide structured work-based learning opportunities, targeted training and other services to accelerate the educational and career advancement of the individual, and an opportunity for the acquisition of at least one micro-credential of value and one postsecondary credential. By aligning programming, funding and services within and across the community, providers assist individuals with the transition into and out of education and training programs and employment.

**Objective Assessment**

As discussed above, for NFJP youth between 18 and 24 years of age FCDP sub-recipients should conduct an assessment of the farmworker youth's occupational skills, prior work experience, employability, and needs in order to determine whether the NFJP youth or NFJP adult program would best meet the needs of the participant. To conduct an objective assessment the methods used by the sub-recipient should include:

* Structured in‐depth interviews;
* Skills and aptitude assessments;
* Performance assessments (for example, skills or work samples, including those that measure interest and capability to train in nontraditional employment);
* Interest or attitude inventories;
* Career guidance instruments.

**NFJP participants cannot be designated as both NFJP youth and NFJP adult. They must be categorized as one or the other upon enrollment, and their outcomes reported accordingly.**

Any questions regarding the categorization of an NFJP participant as an NFJP Youth or an NFJP Adult should be referred to the FCDP State Office for resolution.

**NFJP Youth Co‐enrollment**

Individuals who meet the respective program eligibility requirements may participate in both NFJP and other WIOA youth programs (e.g., WIOA Youth) concurrently. Co‐enrollment can facilitate effective partnerships and cost sharing across programs and can also provide the youth with access to further resources and services. FCDP sub-recipients should leverage these partnerships whenever possible, while also identifying and tracking the funding streams to ensure no duplication of services.

To find possible partners for referral or co‐enrollment of an NFJP youth participant, coordinate with the local CareerSource agency to determine whether a Standing Youth Committee has been designated. Standing Youth Committee members will be familiar with the local organizations who are serving youth, including those who provide services under the following USDOL grant initiatives:

* WIOA Youth formula grants – focusing primarily on Out‐of‐School Youth
* YouthBuild – education and construction skills for youth ages 16‐24
* REO – re‐entry programs and services for ex‐offenders, including young adults
* Job Corps – career development services for youth ages 16‐24.

**NFJP Youth Program Elements**

FCDP sub-recipients may provide activities and services to NFJP youth that include but are not limited to:

* Adult career services and training;
* Youth workforce investment activities specified in WIOA;
* Life skills activities, which may include self‐ and interpersonal‐skills development;
* Community service projects; and
* Other activities and services that conform to the use of funds for youth activities described in 20 CFR §681.

**WIOA Youth Program Elements**

Under the WIOA Youth Program, local programs are required to offer the following program elements to each participant. NFJP youth participants should also have access to these 14 elements through the One‐stop System, of which NFJP is a required partner. Based on each NFJP youth’s IEP, referrals and co‐enrollments to various desired WIOA Youth program elements not provided by NFJP can be pursued through local One‐stop partners or other partner programs.

**1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention**

Tutoring, study skills training, and instruction lead to a high school diploma includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one‐on‐one, in a group setting, or through developed resources and workshops. Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in‐school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to, tutoring, literacy development, active learning experiences, after‐school opportunities, and individualized instruction.

**2. Alternative Secondary School and Dropout Recovery Services**

Alternative secondary school services are services that assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school. Both types of services help youth to re‐engage in education that leads to the completion of a recognized high school equivalent.

Examples of activities under this program element include:

* Basic education skills training
* Individualized academic instruction
* English as a Second Language training
* Credit recovery
* Counseling and educational plan development.

**3. Paid and Unpaid Work Experience**

A WIOA Youth work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time, and may take place in the private for‐profit sector, the non‐profit sector, or the public sector. Work experiences provide the youth participant with opportunities for career exploration and skill development.

A key difference for WIOA youth work experiences (as compared to work experiences for adults and dislocated workers), is that they include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. This means that workforce preparation activities, basic academic skills, and hands‐on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

Some types of work experiences might include:

* Summer employment;
* Pre‐apprenticeship programs;
* Internships and job‐shadowing;
* OJT opportunities.

**4. Occupational Skills Training**

Occupational Skills Training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training must:

* Be outcome‐oriented and focused on an occupational goal specified in the individual service strategy;
* Be of sufficient duration to impart the skills needed to meet the occupational goal; and
* Lead to the attainment of a recognized postsecondary credential.

**5. Education Offered Concurrently with Workforce Preparation**

Educational opportunities offered to WIOA youth must be offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. This should reflect an integrated education and training model where basic skills and occupational training are taught within the same time frame and connected to a specific occupation, occupational cluster, or career pathway.

**6. Leadership Development Opportunities**

 Leadership development opportunities are opportunities that encourage responsibility, confidence,

 employability, self‐determination, and other positive social behaviors through:

* Exposure to postsecondary educational possibilities;
* Community and service-learning projects;
* Peer‐centered activities, including peer mentoring and tutoring;
* Organizational and teamwork training;
* Training in decision‐making;
* Citizenship training, including life skills like parenting and work behavior;
* Civic engagement activities that promote the quality of life in a community; and
* Other leadership activities that place youth in leadership roles, such as serving on a Standing Youth Committee.

**7. Youth Supportive Services**

 Supportive Services for WIOA youth are services that enable an individual to participate in WIOA

 activities. These include, but are not limited to:

* Linkages to community services;
* Assistance with transportation;
* Assistance with childcare and dependent care;
* Assistance with housing;
* Needs‐related payments;
* Assistance with educational testing;
* Reasonable accommodations for youth with disabilities;
* Legal aid services;
* Referrals to health care;
* Assistance with uniforms or other appropriate work attire and work‐related tools, including such items as eyeglasses and protective eye gear;
* Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
* Payments and fees for career and training‐related proposals, tests, and certifications.

**8. Adult Mentoring**

 Adult mentoring for WIOA youth must last at least 12 months and may take place both during the

 program and following exit from the program. It must be a formal relationship between a youth

 participant and an adult mentor that includes structured activities through which the mentor offers

 guidance, support, and encouragement to develop the competence and character of the mentee. It may

 also be offered in the workplace where the youth is matched with an employer or employee of a

 company. Group mentoring and mentoring remotely are acceptable, provided the youth is additionally

 matched with an individual mentor with whom he/she interacts face‐to‐face.

**9. Follow‐up Services**

 Follow‐up services are critical services provided after a WIOA youth exits the program to help ensure

 the youth is successful in employment and/or postsecondary education and training. Exit is recorded

 for a youth when 90 consecutive days of no services are received, retroactive to the last date of service.

 Follow‐up services may include regular contact with a youth participant's employer, including

 assistance in addressing work‐related problems that arise. Follow‐up services do not extend exit, and

 for WIOA youth may also include:

* Supportive services;
* Adult mentoring;
* Financial literacy education;
* Services that provide labor market and employment information about in‐demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
* Activities that help youth prepare for and transition to postsecondary education and training.

All WIOA youth participants must be offered an opportunity to receive follow‐up services that align with the individual service strategies identified in their IEP. Furthermore, follow‐up services must be provided to all participants for a minimum of 12 months after program exit, unless the participant declines to receive follow‐up services, or the participant cannot be located or contacted. Follow‐up services may be provided beyond 12 months at the State or local WDB's discretion, even if the participant by then is older than 24. The types of services provided, and the duration of services must be determined based on the needs of the individual; therefore, the type and intensity of follow‐up services may differ for each participant. Follow‐up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome. Comparatively, follow‐up services for participants in adult or dislocated worker programs who are placed in unsubsidized employment must be provided for up to 12 months after the first day of employment.

**10. Comprehensive Guidance and Counseling**

Comprehensive guidance and counseling provide individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local WIOA Youth program or its service providers, the sub-recipient must coordinate with the organization it refers to in order to ensure continuity of service.

**11. Financial Literacy Education**

Financial literacy education refers to activities that provide WIOA youth with the knowledge and skills they need to achieve long‐term financial stability. This education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.

The financial literacy education program element may include activities that:

* Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
* Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
* Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
* Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
* Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft, and in other ways understand their rights and protections related to personal identity and financial data;
* Support activities that address the particular financial literacy needs of non‐English speakers, including providing support through the development and distribution of multilingual financial literacy and education materials;
* Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits‐planning and work‐incentives counseling;
* Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as providing access to safe and affordable financial products that enable money management and savings; and
* Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age‐appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

**12. Entrepreneurial Skills Training**

Entrepreneurial skills training provides the basics of starting and operating a small business, and develops the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

* Take initiative;
* Creatively seek out and identify business opportunities;
* Develop budgets and forecast resource needs;
* Understand various options for acquiring capital and the trade‐offs associated with each option;
* Communicate effectively and market oneself and one's ideas.

 Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

* Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start‐up and operation.
* Enterprise development that provides support and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants needed to begin business operation, and by providing more individualized attention to the development of viable business ideas.
* Experiential programs that provide youth with experience in the day‐to‐day operation of a business. These programs may involve the development of a youth‐run business that young people participating in the program work in and manage; or they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

**13. Services that Provide Labor Market Information**

Labor market information refers to services that provide labor market and employment information about in‐demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services. Labor market information also identifies employment opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings. Numerous tools and proposals are available that are user‐friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.

**14. Postsecondary Preparation and Transition Activities**

These services include helping youth explore postsecondary education options, including technical training schools, community colleges, four‐year colleges and universities, and Registered Apprenticeship programs.

Examples of other postsecondary preparation and transition activities include:

* Assisting youth to prepare for SAT/ACT testing;
* Assisting with college admission proposals;
* Searching and applying for scholarships and grants;
* Filling out the proper financial aid proposals and adhering to changing guidelines; and
* Connecting youth to postsecondary education programs.

FCDP Sub-recipients will provide guidance for youth based on the results of assessments to assist them with their transition options. One of the goals of Florida’s strategic vision for WIOA implementation is improving career exploration, educational attainment and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and postsecondary education opportunities. FCDP sub recipients will guide the youth while keeping this goal in mind and assist them on their pathway to help them realize “The American Dream” of opportunity and success through hard work.

**Integrated Education and Training**

To transition to postsecondary education and training programs and eventually obtain employment leading to economic self-sufficiency, while exercising the rights and responsibilities of citizenship, an Integrated Education and Training (IET) service approach is used. The Division of Career and Adult Education (DCAE) promotes the planning, development and implementation of an integrated education and training (IET) service approach by providing concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The State of Florida WIOA Unified Plan outlines courses such as English Literacy for Career and Technical Education (ELCATE). This course is designed for ESOL students who have a goal of enrolling in a career and technical program; helps prepare students for a successful transition to and completion of career and technical education. As well as Adult ESOL College and Career Readiness Course, which is designed to is improve advanced ESOL students’ abilities to communicate in English, allowing them to acquire secondary level English language skills. College and career readiness standards are integrated into this course with the intention of successful transition to and completion of postsecondary education. [cf. State of Florida WIOA Unified Plan] With this coordination of efforts in place, FCDP sub recipients can greatly assist MSFW youth with their transition activities.

**Common Performance Measures for Youth**

The employment rate for Title I Youth is slightly different from the adult. Under WIOA, a Title I Youth in education or training programs would count positively towards both Employment Rate Measures (2nd and 4th quarter), as would employment.

Youth Employment/Education/Training Rate – 2nd Quarter after Exit is the percentage of participants in education or training activities, or in unsubsidized employment, during the second quarter after exit.

Youth Employment/Education/Training Rate – 4th Quarter after Exit is the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

**General**

The sub-recipients agree to comply with the requirements of the Workforce Innovation and Opportunity Act (WIOA) and all federal regulations, policies, or procedures that may replace or modify WIOA Title I, Section 167. The sub recipient agrees to fully perform the services prescribed in the Project Proposal and will comply with the Florida Department of Education (FDOE) Green Book General Assurance, Terms and Conditions for Participation of Federal and State programs, which are required to be signed and submitted to FDOE prior to the issuance of grant award notification. The Department has the option of reducing project funding due to a project’s failure to meet performance goals, meet minimum data accuracy requirements, or comply with the resolution of program, fiscal, or data validation / monitoring findings.

**Operational Guidelines and Internal Procedures**

Sub-recipients must implement project operations as instructed in WIOA, Title I, Section 167, USDOL guidance notices/letters, all FCDP State Office policy related technical assistance papers, memos, and manuals no later than July 31 of the program year. The FCDP State Office requires the use of an online database Management Information System (MIS), Employ Florida, to conduct and manage daily business. The database is used to enter, update, and store participants’ information. Access to Employ Florida requires successful completion of a Level 2 Security Background check every 5 years and completion of the Department of Economic Opportunity’s Tier I training. In addition, The Department of Revenue’s SUNTAX is used to confirm participants’ wages and employer information.

**Program Branding**

An organization name and logo are the centerpiece of a brand and sets the stage for how an organization is perceived among its key stakeholders. All funded agencies must ensure that the office(s) supported by these funds are named, “Farmworker Career Development Program of Grant Host Agency Name” and that all program promotional materials, web sites, agreements, memoranda of understanding, and contracts use this name (and the associated program logo) to identify and describe program services. In addition, telephone and email forms of communication should include this name as part of the ongoing effort to brand the program statewide as one whose main purpose is to build sustainable and rewarding careers for eligible farmworkers.

**NFJP Eligibility Determination**

Sub-recipients will be required to have coordinators and all intake/case management staff successfully complete NFJP eligibility certification training provided by the FCDP State Office in order to determine and document participant eligibility for the FCDP program. Instructions on how to maintain source documentation validating eligibility criteria and entering applicable eligibility data into Employ Florida provided for this purpose will be included in this eligibility certification training.

**Project Planning and Placement Process**

* **Individual Employment Plans** – TheIndividual Employment Plan (IEP) with associated counseling notes will be completed for each participant in Employ Florida prior to receipt of training services in accordance with FCDP State Office policy. The IEP establishes employment, education, and support goals for the individual, denotes barriers, and provides a service plan.
* **Assessment –** The participant initial assessment is to evaluate the career goals with an interest profiler, such as USDOL’s O\*NET My Next Move. The next step is to assess the participant’s academic levels in reading, language, and mathematics, through administration of the TABE or CASAS within 60 days of NFJP Enrollment. If a participant falls below the 9th grade level, they are considered basic skills deficient and this should be reflected in their application.

Additionally, they will need to posttest (TABE or CASAS) each year until they are no longer basic skills deficient. The test scores and interest profiler should support a specific employment goal. The following steps in the planning process are the development of a specific plan of action to improve any deficiencies in language and academic areas, the development and/or improvement of specific work-related skills through work-based experiences, career and technical coursework, or other postsecondary skill development program, and employability skills. Where possible, IEP goals should be accomplished concurrently instead of sequentially; and, always kept current.

For NFJP Youth, the initial education and training goals must be linked to a career pathway ultimately resulting in the attainment of the overarching participant employment goal. The completed IEP must be signed electronically by the participant with a signature pad once the IEP is established and also for any subsequent IEP updates. The original IEP and any updates must be stored electronically in the Staff Documents Section of Employ Florida.

* **Participant Monthly Contact**– It is critically important that participant progress on accomplishing various steps identified in the IEP will be monitored on a monthly basis. Participant’s progress should be documented in Employ Florida with a monthly case note titled “Monthly Contact – Month”.
* **Job-Driven Training** – All training provided to FCDP participants should be focused on ultimately resulting in a high-wage regionally in demand job for the participant and be provided by either the host educational agency or through a training provider identified on the sub-recipient’s Eligible Training Provider List (ETPL).
* **Eligible Training Provider List** **(ETPL)** – All sub-recipients must submit to the FCDP State Office a prospective ETPL for the funded program year with the grant proposal for review and approval. Sub-recipients may not encumber participant training funds on agencies/trainers not identified on the approved ETPL. In addition, all sub-recipients should focus on apprenticeship and pre-apprenticeship training opportunities for their participants. Each training provider must complete a training vendor application and submit the required attachments. The sub-recipient will use these completed applications to compile the prospective ETPL. All vendor applications must be included with the ETPL sent to the FCDP State Office.
* **Targeted Occupation List (TOL) -** All sub-recipients must submit to the State Office a prospective TOL for the funded program year with the grant proposal for review and approval. Sub-recipients may not encumber participant training funds on programs not identified on the approved TOL. In addition, all sub-recipients should focus on apprenticeship and pre-apprenticeship training opportunities for their participants.
* **Placement and Transition** – Since the focus of the FCDP is to find meaningful and sustainable careers for farmworkers, sub-recipients are expected to include in their project design strategies for assisting the target population with employment placement and transition services. These strategies should include the development of working partnerships with the local CareerSource team, prospective employers, and other community agencies charged with providing employment assistance to jobseekers. All placement and transition related activity provided to eligible participants should be documented in the case notes and the appropriate placement sections of Employ Florida. (Policy No. 17-01)
* **Follow-Up Activities** – USDOL guidelines regarding this federal program require an organized, consistent, and accurate follow-up and process be established for all eligible participants after their exit from the program. FCDP State Office guidelines regarding the structure, timing, and form of this follow-up must be followed not only to ensure participants receive every assistance possible to be successful, but also, to ensure the accurate reporting of employment related performance data to USDOL. Follow-up wage information should be obtained from a valid external source such as wage records or direct employer contact.

**Work Experience, Employability Skills, and Workforce System Access**

* **Employ Florida Registration -** All FCDP participants must be registered in Employ Florida during the participant intake process. This registration, as well as, the selection of the appropriate training type will be included in the NFJP module of Employ Florida.
* **Employability Skills –** All FCDP participants will be provided employability skills training prior to their exit from the program through either a sub-recipient provided stand-alone program or through referral to an external provider who is listed on the sub-recipient’s ETPL.
* **Work Experience –** Work experience (paid or unpaid) may be used to supplement employability skill training for participants who have been identified in the IEP as needing additional work-related experience before they are exited with employment. All work experience must be consistent with the participant’s IEP. Paid Work Experience must be for a limited period of time and be administered in keeping with State Office policies. Participants may not be enrolled in paid Work Experience for more than 300 total hours without written approval from the State Director.

**Collaboration with Local Agencies**

* **Local Advisory Board** – ALocal Advisory Board (LAB) must be established to assist participants obtain meaningful employment. The LAB must operate within the guidelines set forth by the FCDP State Office for Local Advisory Board operations. Members of this Board should be comprised of key stakeholders in the community who will be able to inform the sub-recipients of any career opportunities for NFJP participants. For potential LAB members, refer to FDOE’s list of business partners at: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/business-partners.stml>
* **Title I Migrant Education Office** – Collaboration with the Title I Migrant Education Office(s) who serve migrant children in the service area of the FCDP is required and should be documented with a signed collaboration agreement. This agreement should identify the specific manner in which the collaboration will take place to include shared outreach efforts, program awareness building, and identification of ways in which program participants may benefit from this collaboration. It may be value-added to have a representative from the local Title I Migrant Education Office sit on the Local Advisory Board.
* **Other Agencies** – Local agencies who service the same targeted population of farmworkers.
* **Training Providers –** Training Provider agreements must be completed for each training provider listed on the ETPL and submitted to the FCDP State Office with the grant proposal. (Refer to ETPL section in this attachment)

**Personnel Requirements**

* **Time and Effort Reporting** – Thesub-recipient agrees that staff whose total annual compensation is derived from WIOA Title I, Sections 167 funds shall contribute 100% of compensated time to completion of approved WIOA Title I, Section 167 project activities. The sub-recipient must submit to the State Office the Time and Effort form in September and March of the project year to document the staff work 100% on single cost objective. Time and Efforts forms are to be maintained for a period of five years.
* **Personal Activities Report (PAR)** – Sub-recipient staff positions funded in part by WIOA Title I, Section 167 funds in combination with any other funds will be charged on a proportional basis based on actual activities. The sub recipient must submit to the FCDP office the PAR forms by the 6th of the following month. PAR forms are to be maintained for a period of five years. In addition, regardless of the funding source, all coordinators must document and submit the PAR form demonstrating a minimum of 50% of time spent on leading the program site. Coordinators who spend 100% of their time leading the program site do not need to submit a PAR form.
* **Staffing Parameters** – Staffingand associated salary/benefits should meet staffing patterns outlined in the chart below. The staffing expenditures allocated to this grant, should include cost from July – June of the program year. Requests to vary from this staffing model must be submitted to the State Director for approval, but must be temporary, strongly justified, avoid jeopardizing the overarching goal of assisting farmworkers build sustainable and rewarding careers. Staff must be employees of the sub-recipient; staffing may not be contracted out to vendors or other agencies. The sub-recipient must receive prior written authorization from the FCDP State Office prior to changes to direct personnel costs charged to the budget.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Size Sub- recipient | \*Coordinator | Case Management | Recruitment/ Placement | Office Support | \*\*Total FTE | \*\*\*Salary/Benefit Percentage |
| Small | 1.0 FTE | .50 FTE | - | - | 1.50 FTE |  73% Alloc |
| Medium | 1.0 FTE | 1.0 FTE | .50 FTE | - | 2.50 FTE |  74% Alloc |
| Large | 1.0 FTE | 1.5 FTE | .50 FTE | .50  | 3.50 FTE |  75% Alloc |
| X-Large | 1.0 FTE | 2.0 FTE | .50 FTE | .50  | 4.00 FTE |  76% Alloc |

 **\*Coordinator** must work at least 50% leading the program site.

**\*\*Total FTE** for any position can be combined with other positions to create a 1.0 FTE position.

Personnel hired on a part-time contractual basis should be included in this FTE count.

 **\*\*\*Salary/Benefit Percentage -** FTEamount and type may vary from recommended model as long as

Salary/Benefit Percentage is met. Benefits must be included on form (liability insurance, worker’s compensation are included as benefits).

* **Position Descriptions and Personnel Selection** – The Program Site Coordinator must work at least 50% leading the program. TheFCDP State Office will review the position descriptions of all grant funded positions to ensure they document the required knowledge, skills, and abilities for positions supporting the FCDP grant. In addition, the qualifications of individuals hired by sub-recipients must be reviewed by the FCDP State Office to ensure they meet the minimum standards outlined in the applicable position description. All Personnel hired will be required to attend and complete “New Staff Training” provided by the FCDP State Office. All personnel must, at a minimum, attend annual professional development sessions provided by the FCDP State Office, complete required certifications related to their specific position, and continuously seek to upgrade and enhance their professional skills related to effectively building participant career plans, project management best practices, and developing employment-seeking and referral skills.
* **Personnel Related Changes** – Sub-recipients will immediately notify the FCDP State Office of any changes to personnel, salary, or FTEs. Upon State Director’s approval of any proposed changes, sub-recipients will send in writing, using the approved Staffing Form at **Attachment H**, within ten (10) days of the change and include copies of any new position descriptions for the positions being filled along with the resume of the individual being considered for the vacant position. Any changes to salary or benefits as outlined on the originally approved Staffing Form must be pre-approved by the State Director before any grant funds are encumbered for this purpose.

**Fiscal Management**

* **Cost Standards-**The sub-recipient agrees that WIOA Title I, Section 167 funds may only be used for activities allowable under WIOA Title I, Section 167. Costs must be necessary and reasonable for proper and efficient performance and administration of the project. A cost is allocable to a particular project grant if the goods or services involved are chargeable or assigned to such project grant in accordance with relative benefits received. This would include the cost for compensation of employees for the time devoted and identified specifically to the performance of the project, cost of materials acquired, consumed, or expended specifically for the purpose of the project, and equipment and other approved capital expenditures.
* **Program** Costs - The sub-recipient agrees that administration expenses for the program year may not exceed five (5%) percent, including indirect cost, of total expenditures on the final report. Total expenditures are defined as the amount reported as Total All Categories (line 13) on the Florida Department of Education's Form DOE-599, Project Disbursement Report. Administration expenses are defined as those expenses reported in the Total Administration (line 9) cost category on the State of Florida, Department of Education's Form DOE-599, Project Disbursement Report.
* **Travel Costs -** The sub-recipient agrees that all staff charging travel costs to WIOA Title I, Section 167 funds must derive their salary from WIOA Title I, Section 167 funds and the travel must relate to WIOA Title I, Section 167 activities.
* **Travel Approval** - Sub-recipients must request prior permission in writing from the FCDP State Director for approval to charge out-of-state travel. Approval will be given only if such travel supports goals of WIOA Title I, Section 167. Travel must comply with Section 112.061, Florida Statutes, as outlined in Section H of the **Green Book**, available at: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml)
* **Project Amendments – Green Book Section B – page B-1** – Requestsfor realignment of funds between approved budget categories and any requests for additional funds prior to the end of the project year must be submitted to the FCDP State Office for review and approval using the appropriate budget and project amendment forms identified in the Green Book: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml), Forms [DOE 150](https://www.fldoe.org/core/fileparse.php/5625/urlt/0076848-150.doc) and [DOE 151](https://www.fldoe.org/core/fileparse.php/5654/urlt/DOE151.xls).
* **Electronic Budget and Monthly Disbursement Reports** – Fundedagencies will be required to send the State Office an electronic version (Excel) of the Budget Narrative Form, DOE 101S, at the beginning of the program year and agree to generate the monthly DOE-599, Project Disbursement Report, using the e599 (electronic 599) workbooks provided by the State Office at the beginning of the program year. Final certified copies of the DOE 599 must be submitted monthly to the FDOE Comptroller’s office no later than twenty (20) days following the close of the reporting month indicating the amount of funds expended (by budget category) for this project during the reporting month. A copy of these monthly DOE 599s must be provided to the State Office at the same time the originals are forwarded to FDOE.
* **Close-Out** – Eachproject must be closed out promptly after expiration or termination. Final expenditure report is due to the Office of the Comptroller no later than November 20
following the close of the Program Year. One copy must be submitted to the FCDP State Office. In the event that the business operations of the sub-recipient agency are suspended, such agency will deliver the most current program records within 30 days of the close of business to the FCDP State Office. The FCDP State Office may terminate the project award for cause. In this event, a written termination notice will be prepared by the FCDP State Office to become effective thirty (30) days after such notice is given. In closing out projects, the following shall be observed: The close out of a project does not affect the retention period for records or access rights by federal or state personnel. If a project is closed out without an audit, FDOE retains the right to disallow an appropriate amount after fully considering any recommended disallowance resulting from a subsequent audit.

**Program Non-Compliance Policy**

The sub-recipient agrees that the FDOE may discontinue the project award, not refund the sub-recipient, or impose special conditions if the sub-recipient has failed to provide services specified herein or in the project award, or failed to achieve goals and performance standards.

**Property Standards**

The sub-recipient may purchase items/property with a value or cost less than $500 without prior written approval from the FCDP State Office. However, all purchases must be necessary for the support of staff and/or participants and considered allowable activities WIOA Title I, Section 167. Sub-recipients must request written permission from the Department of Education to purchase items/property with a value or cost of $500 or more. Property is defined as equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, with a value or cost of $500 or more and the normal expected life is one year or more. The sub recipient agrees that items purchased with WIOA Section 167 funds and defined as property with a cost of $500 or more may be inventoried by the FDOE.

**Record Retention**

The sub-recipient agrees to retain all records pertinent to the project award including financial, statistical, property and participant records, and supporting documentation for three years from the final closing date of the project award. If at the end of five years, there is ongoing litigation or an outstanding audit involving those records, the sub-recipient shall retain the records until resolution of the litigation or audit.

**Audits**

Private nonprofit organizations must provide an audit prepared in accordance with U. S. Department of Labor laws and regulations to the Office of the Comptroller and the Farmworker Career Development State Office.

|  |  |  |
| --- | --- | --- |
| Signature of Authorized Agency Representative |  |  Date |

**Sub-recipient Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Name:**

**Contact Person:**

**E-mail:**

**Address:**

**Phone Number:**

**Services Provided:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Timeline:**

**Funding:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Agency Representative Date**

**Coordinator Date**

**Farmworker Career Development Program**

I. **Principles**

This document is authored to provide the protocols for the administration and parliamentary function of the Farmworker Career Development Program (FCDP) of [Insert Local Agency Name] Local Advisory Board.

II. **Purpose**

The purpose of this Board shall be to advise, assist and support and advocate for the Farmworker Career Development Program on matters that will strengthen employment opportunities for clients served by our agency. Members are volunteers who share an expert knowledge of the career tasks and competency requirements for specific occupations. The specific purposes of the Board may include the following responsibilities:

* help recruit students into the program
* assist in placing students at employment sites
* assist by offering job mentoring and shadowing opportunities for students
* facilitate cooperation and communication between the FCDP program and the community
* offer recommendations for program improvement
* study number of workers needed by target occupation in the community advice the FCDP staff on economic development opportunities in the community
* assist the program in setting priorities, including participating in ongoing planning activities of the program
* third-party endorsements, introductions, making themselves available to attend meetings when appropriate
* support and advocate the FCDP program by helping to raise our profile and visibility

III. **Planning Meetings**

It is crucial that meetings are planned and focused on specific content or issues. The general planning process involves reviewing minutes of the last several meetings and the Program of Work in order to create the meeting agenda.

* The Local Advisory Board must meet at least four times per year.
* Tentative meeting dates for the year may be set by the group during the development of the Program of Work.
* It is required that the dates and times of Local Advisory Board meetings be announced to the FCDP State Office at minimum three weeks prior to scheduled meetings.
* Each meeting should focus on specific content or issues.
* Meetings could be held at various locations. Holding meetings at a school enables committee members to gain a better picture of how the program operates. Meeting at business or industry sites gives recognition to committee members and their organizations and brings the instructor to the sites where students may be placed.

### IV. Minutes of Meetings

Meeting minutes must include:

* Decisions, recommendations or motions made by the advisory committee
* Responses to questions or recommendations made at previous meetings
* Assignments to be carried out following the meeting (include what is to be done, who is in charge and the completion or reporting date).
* Items to be addressed at the next meeting (both new items and tabled items from the current meeting).
* It is the duty of the Secretary to distribute meeting minutes as soon as possible following the meeting.

Additional information regarding FCDP Local Advisory Boards can be found at the following link:

<http://www.fldoe.org/academics/career-adult-edu/farmworker-jobs-edu-program/>

[Staffing Breakout Form available here](https://www.fldoe.org/core/fileparse.php/5654/urlt/staffing-breakout-form.xlsx)



\* Coordinators NOT funded by grant will be required to complete monthly Personnel Activity Reports (PAR)

(1) Enter the position title and include any vacant positions

(2) Enter the amount of a Full Time Employee (FTE)

(3) Enter the name of the position incumbent

(4) Enter the total annual salary of incumbent

(5) Enter the total annual benefits of incumbent

(6) The percentage of benefits to salary will auto populate

(7) Enter the total salary charged to WIOA Section 167

(8) Enter the percentage of salary charged to WIOA Section 167

(9) Enter the total benefits charged to WIOA Section 167

(10) The percentage of benefits charged will auto populate

(11) The total salary and benefits will auto populate

(12) Enter the Grant Amount and the Staff and Benefits Amount to Grant Allocation will auto populate

**Staffing Parameters**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Size Sub- recipient | \*Coordinator | Case Management | Recruitment/ Placement | Office Support | \*\*Total FTE | \*\*\*Salary/Benefit Percentage |
| Small | 1.0 FTE | .50 FTE | - | - | 1.50 FTE | 73% Alloc |
| Medium | 1.0 FTE | 1.0 FTE | .50 FTE | - | 2.50 FTE | 74% Alloc |
| Large | 1.0 FTE | 1.5 FTE | .50 FTE | .50 FTE | 3.50 FTE | 75% Alloc |
| X-Large | 1.0 FTE | 2.0 FTE | .50 FTE | .50 FTE | 4.00 FTE | 76% Alloc |

 **\*Coordinator** must work at least 50% leading the program site.

 **\*\*Total FTE** for any position can be combined with other positions to create a 1.0 FTE position. Personnel hired on a

part-time contractual basis should be included in this FTE count.

 **\*\*\* Salary/Benefit Percentage -** FTEamount and type may vary from recommended model as long as Salary/Benefit

Percentage is met.

[Regional Demand Occupations List Available Here](http://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list)



****

**Apprenticeship Training Representative (ATR)** – Florida Department of Education (FLDOE) Registered Apprenticeship regional staff.

**Career Services:**

* **Basic Career Services** – Includes eligibility determinations, labor market information, job search, etc.
* **Individualized Career Services** – Includes comprehensive skill assessments, Individual Employment Plans (IEPs), career planning, internships, placement assistance, and work experiences linked to careers.

**Case Management** – The active marshaling of resources on behalf of the participant facilitating participant completion of the service plan/individual employability plan. Includes guidance, counseling, referral, monitoring participant progress, etc.

**Common Exit** – Occurs when a participant, enrolled in multiple partner programs, has not received services from any Department of Labor (DOL) - administered program in which the participant is enrolled, to which the common exit policy applies, for at least 90 days, and no future services are planned. The exit date will default to date of last activity, usually the National Farmworker Jobs Program (NFJP) Closure date.

**Chronic Unemployment or Underemployment** – Used in this definition refers to the nature of the agriculture or fish farming labor force as a whole and not whether an applicant is either chronically unemployed or underemployed.

**Eligible Farmworker** - A farmworker, who during the eligibility determination period, is a migrant or seasonal farmworker and whose family is disadvantaged.

**Eligible Migrant Farmworker -** An eligible seasonal farmworker as defined in Workforce Innovation and Opportunity Act (WIOA) Section 167(i)(3) whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. Dependents of migrant farmworkers are also eligible.

**Eligible Migrant and Seasonal Farmworker (MSFW) Youth** - An eligible MSFW aged

14 - 24 who is individually eligible or a dependent of an eligible MSFW. Sub-recipients may enroll participants aged 18-24 as either a MSFW adult or a MSFW youth participant, but not in both categories (described in § 685.110).

**Eligible Seasonal Farmworker** - A low-income individual who for 12 consecutive months out of the 24 months prior to proposal for the program involved, has been primarily employed in agricultural or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency. Dependents of seasonal farmworkers are also eligible.

**Farmwork** - NFJP participants must have performed labor for wages in occupations and industries within agricultural production and agricultural services for 12 consecutive months out of the 24 months prior to proposal for the program involved.

**General Educational Development Test - (GED®)** Tests high school level academic knowledge that permits individuals to certify that they possess major outcomes of a traditional high school education.

**Global Exclusion** - When a participant is closed and Hard Exited from the system due to death, incarceration, institutionalization, military service/national guard, or medical treatment expected to exceed 90 days. These participants are excluded from performance measures.

* **Youth participants only*:*** If the participant is in the foster care system and exits the program because the participant has moved from the area as part of such a program or system.

**Individual Employment Plan (IEP)** - Written plan delineating participant occupational goals, barriers, service agents, progress toward goals, counseling notes.

**Memorandum of Understanding (MOU)** - Mandatory for all Workforce Innovation and Opportunity Act (WIOA), Title I, Section 167 funds recipients. At minimum, the MOU specifies services and referral to services that may be provided to farmworkers by all the partners of the One-Stop Delivery System, including the applicant. The MOU must be signed by the Executive Director of the Local Workforce Development Board (LWDB) or his/her designee and the individual authorized by the entity applying for WIOA, Title I, Section 167 funds.

**Negative Exit** - When a participant exits without employment this counts negatively towards program performance.

**Primarily Employed in Agricultural or Fish Farming Labor** - An individual earns at least 50 percent of his/her total income from farm work or is employed at least 50 percent of his/her total employment time in farm work.

**Related Assistance Services** - Includes short- term direct services and activities. Examples include emergency assistance, as defined in §685.110, and those activities identified in WIOA sec. 167(d), such as: English language and literacy instruction; pesticide and worker safety training; housing (including permanent housing), as described in §685.360 and as provided in the approved program plan; and school dropout prevention and recovery activities. Related assistance may be provided to eligible MSFWs not enrolled in career services, youth services, or training services.

**Reportable Individuals** - an individual who receives only related assistance services that do not require significant involvement of grantee staff time; and do not require a career assessment by grantee staff of an individual’s skills, education, or career objectives (including all emergency assistance services). Any individual receiving only emergency services is counted as a reportable individual.

**Emergency Assistance** - A form of short-term related assistance, may be provided to eligible MSFWs and their dependents as defined in § 685.110 to address these farmworkers’ immediate needs. Emergency assistance may include, but is not limited to, the provision of necessary items like garments of clothing, food, and transportation vouchers. When an individual receives emergency assistance only (and no other NFJP services), an applicant's self-certification is accepted as sufficient documentation of eligibility.

**Supportive Services** - Any services provided to an individual also enrolled in career or training services. These services are necessary to enable the individual to participate in the activities authorized under NFJP. Examples of supportive services can include [WIOA sec. 3(59)]: transportation, childcare, dependent care, housing, and needs-related payments.

**Allowance Payments** - Direct payments to participants meant to facilitate their program completion and made in accordance with verified hourly participation and the method recommended in the WIOA, Title I, Section 167.

**Soft Exit** - When a participant has not received a recorded service in EF for 90 consecutive days.

**State Office** - The Farmworker Career Development Program's administrative body located in Tampa, administered through the Florida Department of Education, Division of Career, Technical, and Adult Education, Bureau of Grants Administration and Compliance.

**System Closure** - When an activity hasn't been updated and closes; the activity needs to be corrected before turning the participant file into a soft exit.

**Training Services** - Occupational specific training activities provided through classroom training, on-the-job-training (OJT), and similar activities.

**Occupational Skills Training** – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. [20 CFR §681.540 and WIOA sec. 123].

Such training must:

(1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy; (2) Be of sufficient duration to impart the skills needed to meet the occupational goal; and (3) Lead to the attainment of a recognized postsecondary credential.

**On-the-Job-Training (OJT)** – “Hire first, train later” training service in which a participant gains specified job skills from private sector employers in return for reimbursement of extraordinary training costs; designed to benefit participants who may have some job skills at program entry.

**Unsubsidized Employment** - Employment in the private sector or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual.

**Work Experience** - A planned, structured learning experience that takes place in a workplace for a limited period of time and is designed to acquaint the participant with the requirements of the workplace. Its purpose is not to benefit the employer, although such benefit may occur. Work experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act [20 CFR§680.180]. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists.

**Youth Work Experience** - Work experiences provide the youth participant with opportunities for career exploration and skill development [20 CFR §681.600]. A key difference for youth work experiences is that they include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. This means that workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same timeframe and connected to training in a specific occupation, occupational cluster, or career pathway.

 **USDOL CORE INDICATORS OF PERFORMANCE DEFINITIONS**

**Employment Rate -** 2nd Quarter After Exit - The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

\*For Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit.

**Employment Rate -** 4th Quarter After Exit - The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

\*For Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit.

**Median Earnings - 2nd Quarter After Exit -** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

**Credential Attainment -** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

**Measurable Skill Gains (MSG)-** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

**Effectiveness in Serving Employers -** The percentage of program participants who exit with employment and were employed by the same employer during the second and fourth quarters after exit. This is a new indicator; USDOL is piloting different approaches to measure performance. The State Office will be measuring retention with the same employer.

DOE 101S Budget Form: [DOE 101 S available here](https://www.fldoe.org/core/fileparse.php/5625/urlt/0076847-doe101s.xls)

| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** |
| --- | --- | --- | --- | --- | --- |
| **FUNCTION** | **OBJECT** | **ACCOUNT TITLE and NARRATIVE** | **FTE POSITION** | **AMOUNT** | **% ALLOCATED to this PROJECT** |
| ##### | ##### | **Salaries:** Program Specialist responsible for program outreach, participant recruitment, participant case management, client services. Projected board approved increase up to 3% to salary. | 1 | **$30,000** | **100%** |
| ##### | ##### | **Employee Benefits**, **Retirement:** Contributions for Specialist at 8.26% |  | **$2,478** | **100%** |
| ##### | ##### | **Employee Benefits**, **Social Security:** Contributions for Specialist at 7.65% |  | **$2,295** | **100%** |
| ##### | ##### | **Employee Benefits,** **Worker’s Compensation:** Contributions for Specialist at 0.51% |  | **$150** | **100%** |
| ##### | ##### | **Computer Hardware:** Purchase of 5 computers and monitors for staff to use for input and management of program and participant data. Projected Equipment Purchases Form attached |  | **$4,500** | **100%** |
| ##### | ##### | **Contractual Services**:  1 Staff member to utilize office space in One Stop Center as per DOL policy. Contractual Service Agreement attached |  | **$500** | **100%** |
| ##### | ##### | **Travel:** 3 Staff Members to attend Annual Farmworker Career Development Program Conference ($550 each) and 1 Staff Member to attend annual AFOP Conference ($1,600) |  | **$2,100** | **100%** |
|  |  |  | **Total** | **$42,023**  |  |

Place **TAPS** number on the Budget Narrative Form DOE 101S form.

**INSTRUCTIONS FOR DOE 599 PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT**

**Workforce Innovation and Opportunity Act, Title I, Section 167, National Farmworker Jobs Program**

**DISBURSEMENT REPORT**

Complete Items (A) through (J)

Mark "X" in the box provided below the title to indicate that this is an interim or a final report (a final report is that which closes out the project). In the title box to Column (5), enter the month, day and year (e.g. 07/31/12 that represents the ending date for the month of disbursement being reported).

**COLUMNS**

1. **SCHOOL DISTRICTS ONLY:**

**FUNCTION** Use the four-digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

1. **SCHOOL DISTRICTS:**

**OBJECT:** Use the three-digit codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**COMMUNITY COLLEGES:** Use the five-digit object codes as required in the Accounting Manual for Florida’s Public Community Colleges.

**UNIVERSITIES AND STATE AGENCIES:** Use the five-digit object codes as required in the Florida Accounting Information Resource Manual.

**OTHER AGENCIES:** Use the object code as required in the agency’s expenditure chart of accounts.

1. **ALL APPLICANTS:**

**DESCRIPTION-** Provide a specific description of the type of expenditures.

1. **AMOUNT:** For each function and object code, indicate the budget amount requested. (Cells on the spreadsheet that are highlighted in gray do not require entries, as explained below).

(5) Complete by reporting total project disbursements as of the date indicated at the top of the column (do not include obligations).

(6) Enter total of encumbered obligations at the end of reporting month, (do not include salaries and fringe benefits).

1. Column (7), the Unobligated Balance, automatically calculates when entries are made for Columns (4) through (6). No entries are required. [Column (7) = Col. (4), the Budget Amount, minus Col. (5), the Total Disbursements, minus Col. (6), the Obligations
2. Complete by reporting all current disbursements for both cost categories. Enter the difference between the amount shown in

Column (5) on the previous disbursement report and Column (5) of this report.

**LINES**

(9) - (12) The Totals for Columns (4)–(8) automatically sum on Lines (9)–(12) as values are entered in columns (4) through (8). No entries are required.

1. The Totals in the cells for line (13) automatically sun Lines (9) through (12) to represent the complete project status. No entries are required.
2. FEDERAL PROGRAM INCOME is not applicable for this program.
3. FEDERAL PROGRAM INCOME comments are not applicable for this program

**ITEM**

(16) The Finance Officer or authorized representative must sign and date the project disbursement report on the last page. Enter the Disbursement Report Number and page information in the lower left-hand corner of the last page.

*Florida Department of Education*

**Project Proposal**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of EducationOffice of Grants ManagementEmail: FCDPGrant@fldoe.orgTelephone: (850) 245-0496 | **A) Program Name:****National Farmworker Jobs Program****WIOA Section 167****Fiscal Year 2022-2023****TAPS NUMBER: 23B001** | **FDOE USE ONLY**Date Received  |
| **B) Name and Address of Eligible Applicant:****C) Total Funds Requested:** $ DOE USE ONLY **Total Approved Project:** $ |
| **Project Number (FDOE Assigned)** |
|
|
|  | **D)****Applicant Contact & Business Information** |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | DUNS number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this proposal are true, complete and accurate, for the purposes, and objectives, set forth in the RFP or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this proposal. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
|  |



DOE 100A

Revised July 2020 Page 1 of 2 Richard Corcoran, Commissioner

|  |
| --- |
| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this proposal. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, State agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
* **Note:** **Proposals signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the proposal is submitted.**
 |
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|  |



DOE 100A

Revised July 2020 Page 1 of 2 Richard Corcoran, Commissioner

 **Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

Equipment projected to be purchased from this grant must be submitted on this form **or** in a format that contains the information appearing on this form.

 **A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAPS Number**

**23B001**

Name of Eligible Recipient

**B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project Number **(FDOE USE ONLY)**

Agencies are accountable for all equipment purchased using grant funds including those below the agencies threshold.

**PROJECTED EQUIPMENT PURCHASES**

**(Cells will expand when text is typed.)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM****#** | **FUNCTION CODE** | **OBJECT CODE** | **ACCOUNT TITLE** | **DESCRIPTION** | **SCHOOL /** **PROGRAM** | **NUMBER OF ITEMS** | **ITEM COST****($)** | **TOTAL AMOUNT****($)** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.

EDGAR 80.32(d)(1): Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency’s inventory system contain all required federal and state elements listed above?

 YES NO

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

**Instructions for Completion**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Proposal (RFP). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.

B. Project Number **(FDOE USE ONLY)**

|  |  |
| --- | --- |
| **COLUMN A - FUNCTION CODE:** | **SCHOOL DISTRICTS ONLY:** Use the four-digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| **COLUMN B - OBJECT CODE:**  | **SCHOOL DISTRICTS:** Use the three-digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. **COMMUNITY COLLEGES:**Use the five-digit codes listed in the Accounting Manual for Florida’s College System.**UNIVERSITIES AND STATE AGENCIES:**Use the five-digit object codes listed in the Florida Accounting Information Resource Manual.**OTHER AGENCIES:** Use theobject codes as required in the agency’s expenditure chart of accounts. |
| **COLUMN C – ACCOUNT TITLE:**  | Use the account title that applies to the object code listed in the accordance with the agency’s accounting system. |
| **COLUMN D – DESCRIPTION:** | Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of $5000 (State’s threshold) or more with a useful life of one year or more.  |
| **COLUMN E – SCHOOL/PROGRAM:**  | Providethename of the school and the name of the program for which the equipment is being purchased. |
| **COLUMN F – NUMBER OF ITEMS:** | Provide the total number purchased of this item. |
| **COLUMN G – ITEM COST:** | Provide the projected cost for each item. |
| **COLUMN H – TOTAL COST:** | Provide the total projected cost of all items. |

**National Farmworker Jobs Program**

**Discretionary Fiscal Year 2022-2023**

* **Place all items requested in the order indicated below**.
* Include only the items requested. (Do not include **Instruction** pages).
* Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
* Include this form in the proposal package.

|  |  |  |  |
| --- | --- | --- | --- |
| **PLACEMENT ORDER** | **ITEM** | **APPLICANT** | **FDOE STAFF*** **Check appropriate box below**
 |
| **Indicate Page Numbers Below** | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Proposal – with original signature |  |  |  |
| **2** | DOE 101S, Budget Narrative Form |  |  |  |
| DOE 599, Project Disbursement Form |  |  |  |
| **3** | Projected Equipment Purchases Form or other equipment documentation - if applicable |  |  |  |
|  | **Narrative Components** |  |  |  |
| **4** | 1. Project Abstract or Summary
 |  |  |  |
| 1. Project Need
 |  |  |  |
| 1. Labor Market Assessment
 |  |  |  |
| 1. Project Design and Implementation (a-h)
 |  |  |  |
| * 1. Objectives and Timelines
 |  |  |  |
| * 1. Participant Assessments
 |  |
| * 1. Training and Other Services
 |  |
| * + 1. Adult Participants:
 |  |
| * + 1. Youth Participants
 |  |
| * 1. Apprenticeship Capability
 |  |
| * 1. Collaboration with Local Agencies
 |  |
| * 1. Collaboration with the LWDB
 |  |
| * 1. Local Advisory Board
 |  |
| * 1. Evidence of Capability
 |  |
| 1. Recruitment/Enrollment Plan
 |  |  |  |
| 1. Budget
 |  |  |  |
| 1. General Education Provisions Act (GEPA)-one page
 |  |  |  |
| 1. Support Strategic Imperatives
 |  |  |  |
| **5** | 1. Project Performance Accountability
 |  |  |  |
|  | **Attachments** |  |  |  |
| **6** | Alocation Chart |  |  |  |
| **7** | Target Population  |  |  |  |
| **8** | Program Purpose and Overview of Allowable Activities Services |  |  |  |
| **9** | Enrolling and Serving MSFW Youth Program |  |  |  |
| **10** | Special Conditions for WIOA Project Awards Form |  |  |  |
| **11** | Collaboration Agreements |  |  |  |
| **12** | Local Advisory Board |  |  |  |
| **13** | FY 2022 Staffing Breakout Form |  |  |  |
| **14** | Targeted Occupation List |  |  |  |
| **15** | Eligible Training Provider List |  |  |  |
| **16** | Projected Invoice Schedule Form - *if applicable* |  |  |  |
| **18** | Risk Analysis (DOE 610 or DOE 620) - *if applicable* |  |  |  |
| **19** | Contractual Service Agreements – *if applicable* |  |  |  |
| **20** | Proposal Review Criteria and Checklist |  |  |  |