

# FLORIDA DEPARTMENT OF EDUCATION

2019-2020 Request for Application (RFA Discretionary)

**REVISED ALLOCATION CHART 6/13/19**

Bureau / Office

Division of Career and Adult Education, Farmworker Career Development Program Office

Program Name

National Farmworker Jobs and Education Program (NFJP), Workforce Innovation and Opportunity Act (WIOA), Title I, Section 167

Specific Funding Authority(ies)

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

Funding Purpose / Priorities

Strengthen the ability of eligible farmworkers and their families to achieve economic self-sufficiency (Refer to **Attachment A**)

Total Funding Amount

**$2,944,872 (Allocation is contingent on Florida’s 2019 Federal Award) REVISED 6/13/19**

See **Allocation Chart** in the **Attachments** section.

Type of Award

Discretionary Non-Competitive

Budget / Program Performance Period

July 1, 2019 to September 30, 2020

**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.**

Target Population(s)

Disadvantaged migrant and seasonal 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 D**)

Eligible Applicant(s)

Public and private organizations in regions indicated on the **Allocation Chart (Attachment C)**.

Application Due Date

**April 25, 2019**. Facsimile and e-mail submissions are not acceptable.

**The due date refers to the date of receipt in the Office of Grants Management.**

**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.**

Matching Requirement

NONE.

Contact Persons

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

James Haugli Paula Starling

Program Contact Grants Management Contact

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Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

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, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found 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 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.

**School Districts, State Colleges, and 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<http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls>

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://web01.fldoe.org/TrainingAssessment/SignOn/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

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 accounts, records, and other supporting documentation pertaining to 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: 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.

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 [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

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 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

**Amendment Procedures**

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the project amendment request form (DOE 150) and the amendment narrative form (DOE 151) available in the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) and on the Division of Career and Adult Education Grants website at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml>.

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form or (2) the date approved by the Department Program Manager.

The Projected Equipment Purchases form must be submitted with project amendments, if applicable.

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. Failure to meet the activities/deliverables appropriate to the project award (i.e. increase in students served, trainings provided etc.) will result in a decrease in payment commensurate to the overall allocation. The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contractor to meet the timely and desired results. These financial consequences shall not be considered penalties.**

**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.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will kept secure.

**Unallowable Expenses:**

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. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

* 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)
* Tuition
* 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/aadir/reference\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

Equipment Purchases

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, [www.myfloridacfo.com/aadir/reference\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

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, [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

Division of Career and Adult Education Requirement

To ensure that Florida adequately monitors equipment purchased with federal funds applicants must record ALL equipment with a unit cost of $500 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).

All additional equipment purchases with a unit cost of $500 or more not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval by the Florida Department of Education prior to purchase by the agency awarded the funding.

**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 $1,000 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.

**Intellectual Property**

The awarded agency is subject to following additional provisions:

A.  Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.

B.  With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.

C.  In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.

D.  The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.

E.  The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:

1.  The written source code;

2.  The source code files;

3.  The executable code;

4.  The executable code files;

5.  The data dictionary;

6.  The data flow diagram;

7.  The work flow diagram;

8.  The entity relationship diagram; and

9.  All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

Administrative Costs including Indirect Costs

**School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education’s Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

**State Agencies, Public Universities and State Colleges**

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient’s rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $25,000 and for items of equipment, alterations, renovations and flow-through funds (“pass through” to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs**.

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity.

State of Florida, Executive Order 11-116

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>.

For Federal Programs - General Education Provisions Act (GEPA)

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:[**http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf**](http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf)

Narrative Section

|  |
| --- |
| **NARRATIVE SECTION** |
| Following the instructions, within each narrative component, complete the application using the same sequence presented in this narrative section.   1. Number of application documents to be submitted:  * One application with original signatures (Blue Ink - preferred) * Three (3) identical copies of the original application   **Note:** It is the submitting agency’s responsibility to ensure that all three (3) copies are identical to the original.   1. Place all application items in the order specified in the **Application Checklist** (see the last page of this RFP document). 2. NARRATIVE SECTIONS (1-8): MAXIMUM PAGE LIMIT is THIRTY (30) PAGES   This does not include any required forms and/or other specified information.  **Narrative Section response format:**  a) Font - Arial / Size – 12  b) Margin size  - 1” – both sides and top/bottom margins  c) Double spaced (this does not include charts)  d) Single-sided pages  e) Complete the narrative using the same sequence presented in the  **Narrative Components Section**.   1. Secure the original and all copies individually with a removable binder clip in the upper left hand corner of each document – do not staple or spiral bind. 2. Do not include covers, tabs or other items that will prevent ease of photocopying. 3. Do not submit unrequested materials such as: DVDs, newspaper clippings, brochures and/or agency manuals. |

Scope of Work/Narrative

1. **Project Abstract or Summary**

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design and significance to farmworkers and their families.

1. **Project Needs**

Describe the need for the proposed project and provide supporting data as evidence relative to local factors and conditions that may affect a farmworker’s and his / her family’s ability to achieve economic self-sufficiency, and overcome socio-economic and educational barriers.

1. **Labor Market Assessment**

Provide a comprehensive labor market assessment for the service area(s) of the proposed project.

1. **Project Design and Implementation**

**a. Objectives and Timelines**

Describe the measurable objectives, activities and timeline for the proposed project.

**b. Assessing Participants**

Describe the assessment, training placements, and referral procedures for development of the Individual Employment Plan (IEP) for participants. In particular, explain how the Test of Adult Basic Education (TABE) and/or CASAS will be used to determine participants’ IEP and Measurable Skills Gains (MSG).

**c. Training and Other Services**

Explain the types of training and other services to be provided that will help farmworkers and their families overcome socio-economic and educational barriers and promote self-sufficiency. Include the strategies that will be used to place participants in jobs which will lead to long-term retention. See **Attachment A** for details on:

* Career Services
* Training Services
* Related Assistance Services

**d. Collaboration with Local Agencies**

Describe the project’s plan for collaboration and/or sub-contracting with agency resources in the community that will provide services to the farmworker population.

Include the following information for all collaborating and/or subcontracted agencies Collaboration Agreement(s):

* 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

**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.

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

**e. Collaboration with the RWDB**

Provide a Memorandum of Understanding (MOU) with the Regional Workforce Development Board (RWDB).

A fully executed MOU, with current signature, **must be included** in this application. The MOU must delineate responsibilities of each party and should recognize the local WIOA, Title I, Section 167 National Farmworker Jobs Program (NFJP) provider as a mandatory partner. The document should include a summary of inter-agency referral and joint outreach processes to include opportunities for participant co-enrollment in multiple WIOA, Title I, programs and the streamlining of multi-agency intake processes. The MOU should also indicate whether or not there is a ‘Standing Youth Committee’ in the workforce region (see Attachment B).

**Note:** The applicant’s MOU with the RWDB is not included in the maximum page count for the Narrative Components.

**f. Local Advisory Council**

Describe how the Local Advisory Council (LAC) will be developed and coordinated. Describe the services the LAC will provide to benefit participants’ success.

**g. Evidence of Capability**

Provide evidence of capability to operate WIOA Title I, Section 167 programs.

Explain past experiences, successes, and obstacles with the target population **and** provide supportive data that covers operations for the time period of **July 1, 2017, through March 31, 2020.**

1. **Support for Strategic Imperatives**

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

[**http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml**](http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml).

1. **Dissemination Plan**

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations (migrant farmworkers and collaborating agencies). Information should include services to be offered, where and when services can be obtained, and information on eligibility for receipt of services. Dissemination of information should incorporate proactive outreach and recruitment efforts, such as the agriculture community, day labor and health care organizations serving farmworkers and their families, home and school visits, attendance of interagency meetings, and the use of radio, television, and print media.

1. **Budget**

When completing the **Budget Narrative** **Form, DOE 101S**, located on the website, 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 application.

See the **Program Management Resources** section to access the budget form and the instructions for completing the form. All NFJP applicants must use the Budget Narrative DOE 101S budget form. All NFJP applications must also include a separate Budget Narrative Form, DOE 101S, for each participating fiscal partner.

This Budget Narrative Component is in addition to completing the DOE 101S, Budget Narrative Form.

**Required Forms:**

1. The DOE 101S, Budget Narrative Form, is not included in the maximum page count for the Narrative Components section.

2. The DOE 599, Project Disbursement Form, must be submitted with the application, and is not included in the maximum page count for the Narrative Components section.

Please visit our Division’s website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml>, to access all forms.

Present 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 and that planned expenditures are realistic, reasonable, and support project activities and objectives.

Describe any in-kind contributions that will be made by the applicant and assign a monetary value to the contributions.

1. **Apprenticeship Capability**

Describe how the project will enroll participants in Registered Apprenticeship programs. This should include capability for enrolling participants in local pre-apprenticeship programs as part of their IEP action plan.

**In particular, explain in detail program involvement with Registered Apprenticeship programs. Include the following: Name and contact information of regional Apprenticeship Training Representative (ATR), Local apprenticeship programs with contact information, number of students placed in apprenticeship programs, success and challenges associated with apprenticeship placements**.

**9. Migrant Seasonal Farmworker (MSFW) Youth Enrollment Services**

Describe how the project will enroll and serve MSFW Youth. See Attachment B for details on enrolling and serving MSFW Youth.

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 within the timeframe specified by the RFA
2. Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form
3. All required forms must have the assigned TAPS Number included on the form
4. All required forms have original signatures by an authorized entity

**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.**

1. Application must be submitted to:

Office of Grants Management

Florida Department of Education

325 W. Gaines Street, Room332

Tallahassee, Florida 32399-0400

**The project award notification (DOE 200) will indicate:**

* Project budget
* Program periods
* Timelines:
* Last date for receipt of proposed budget
* Program amendments
* Incurring expenditures and issuing purchase orders
* Liquidating all obligations
* Submitting final disbursement reports.

Project recipients **do not** have the authority to report expenditures before or after these specified dates in the above timeline.

**Centralized Database Reporting**

Sub-recipients must use a centralized database system to enter participant data, including NFJP eligibility information, Individual Employment Plans, case notes, voucher documentation, training completion data, program exit date and type, and employment retention follow-up documentation.

The system will include data elements required by the Workforce Innovation and Opportunity Act, Section 167, the U.S. Department of Labor (USDOL) and Social Policy Research Associates, a USDOL contractor. The system will permit automated case management services at the sub-recipient project level and tracking of case management services at the state administrative level. Sub-recipients will receive training, technical support, system maintenance, and ongoing updates for the database system.

**Project Disbursement Report - DOE 599**

All awarded projects must submit a final **DOE 599, Project Disbursement** Report and **Projected Equipment Purchases Form** to the Florida Department of Education, Comptroller’s Office by November 20, 2020.

**Compliance Monitoring**

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff will monitor providers’ compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by: Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education’s [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

Project Performance Accountability Information, Instructions, and Form

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

**The Department’s project managers will:**

* track each project’s performance based on the information provided and the stated criteria for successful performance
* verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department’s project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/** **Project Narrative** must include the specific tasks that the grantee is required to perform.

**Deliverables must:**

* be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
* identify the minimum level of service to be performed
* be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

**Deliverables include, but are not limited to**:

* documents such as manuals, websites, web videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project
* training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies
* project Performance and Accountability assures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. “Students” may include prekindergarten, K-12, and adult learners, as well as parents
* specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)
* evidence to include record of attendance, agenda’s, URL addresses for web based delivery and attendance, receipts from registrations, certificates, printed material provided in the course of service delivery

**The Department of Education’s criteria for the acceptance of the above deliverables includes, but is not limited to, the following:**

* meet technical specifications, as appropriate as stated in the scope of work
* quantity and quality of service meets established minimums
* quantity and quality of evaluations/assessments meet established minimums
* participation rate meets established minimums
* review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
* student evaluations/assessments are administered appropriately
* quantity of evaluations/assessments meet established minimums
* review of state/district/school/student data indicates level of effectiveness of service
* specified agencies collaborated
* use of consultants met levels of performance as stated in the scope of work
* design, organization, format, and readability levels are appropriate for intended use and audience
* content is accurate and grammatically correct
* documents are compliant with the Americans with Disabilities Act (ADA)
* copyright and funding information is noted on products

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

**The Division of Career and Adult Education has already populated this form with the required information.**

* **Simply submit this form with the application as printed.**
* **See Checklist (last page of this RFP) for proper placement of this form in the application package.**

Project Performance Accountability Form

Definitions

* **Scope of Work-** The major tasks that the grantee is required to perform
* **Tasks-** 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 **Unit Cost-** Dollar value of deliverables

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scope of Work Tasks/Activities**  **(see Project Design Narrative)** | **Deliverables**  **(product or service)**  **(see Project Design Narrative)** | **Evidence**  **(verification)** | **Due Date (completion)** | **Unit Cost**  **(optional)** |
| **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 DOE negotiated goal in Plan Vs Actual Progress Report Form (Scope of Work Items 1 – 5 | Management Information System of the DOE/FCDP Office (Scope of Work Items 1 – 9) | By the fifth of the month following the month for which activities are reported  (Scope of Work Items 1–5) |  |
| **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 Completing a Training Service** – Number of participants that have completed a minimum of one training service, such as vocational, occupational, on-the-job training, cooperative education, apprenticeship or entrepreneurial training |  |  |  |  |
| **4)Total Participants Attaining a Credential** – Number of participants that have attained a recognized credential, such as the GED®, an occupational license or certificate any time form date of participation to one year after exit date |  |  |  |  |
| **5)Literacy/Numeracy Gains** – Number of participants who , during the course of the program year are in education or training and who are achieving measurable skill gains defined as documented academic, technical, occupational towards such a credential or employment |  |  |  |  |
| **6)Placement/Employment-** Exit with unsubsidized employment | 100% of those placed in unsubsidized employment (Scope of Work Items 6 –9) |  | By end of each quarter after exit quarter (Scope of Work Items 6 – 9) |  |
| **7)Follow-ups 1st, 2nd, 3rd, 4th,** – Measured at second and third quarters after placement |  |  |  |  |
| **8)Median Earnings -** Employed any time in 2nd quarter after exit. |  |  |  |  |
| **9)4th Quarter Employment Rate** |  |  |  |  |

**Invoicing Procedures**

Agencies that are paid by **Reimbursement with Performance** must invoice for reimbursement**.** See instructions on the **Project Award Notification, DOE 200**, to determine reimbursement requirements for awarded project(s).

| **FORMS REQUIRED FOR EACH INVOICE** | | |
| --- | --- | --- |
| * **The following forms are required for agencies that invoice.** * These forms provide accountability for financial expenditures based on performance deliverables. * Each time an invoice is submitted, **all appropriate forms and backup documentation** must be included in the invoice request for payment. | | |
| **Form** | | **Supporting Documentation**  must **accompany forms** |
| Invoice Form | Invoice Form - Return with each invoice  This form is available in the **Attachments** section of this RFP and is also be available at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml> | * Documentation of activities and deliverables. * Attach the updated DOE 499 form to each invoice. Allowed expenses for this project are: Programs of Instruction 0-8 and Programs of Instruction 9-12. |
| Projected Invoice Schedule Form | Projected Invoice Schedule Form - Return with application – ONLY for agencies required to invoice. |  |
| DOE 300 | For Non-Governmental Recipients Only, Detail of Salary Expenditures  Form available at: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml)  <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml> | * Payroll register * Timesheets |
| DOE 301 | Detail of Monthly Transactions  Form available at: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) | * A copy of all invoices/receipts must be attached to support this request. * All invoices and receipts must include a legible itemized description of purchases. |
| DOE 599 | (Migrant Education) -- Interim and Final  Form available at: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) |  |

Submit **invoices and all supporting documentation** to:

Office of Grants Management

Florida Department of Education

325 West Gaines Street, Room 332, Unit B

Tallahassee, FL 32399-0400

Attention: Sue Wilkinson

Attachments

* Attachment A – Program Purpose and Overview of Allowable Activities and Services
* Attachment B – Enrolling and Serving MSFW Youth
* Attachment C – Allocation Chart
* Attachment D – Target Population
* Attachment E – Balanced Performance Report Form
* Attachment F – Special Conditions for WIOA, Section 167 Project Awards Form
* Attachment G – Glossary of Terms
* Attachment H – PY 2019 Staffing Breakout Form
* Attachment – DOE 101S, Example Budget Narrative Form
* Attachment – DOE 599, Instructions Project Disbursement Form
* Attachment – DOE 100A, Project Application Form
* Attachment – Projected Equipment Purchases Form
* Attachment – Projected Invoice Schedule Form
* Attachment – Project Invoice Form
* Attachment – Application Checklist

The program purpose is to strengthen the ability of eligible migrant and seasonal farmworkers and their families to achieve economic self-sufficiency. The program serves eligible farmworkers and their dependents 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 * Seasonal * 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.

**Career Services**

Career services must be made available to all customers. Types of core services are unassistedcore services and assisted core services.

Unassisted career services primarily informational / self-help services that customers can access themselves:

* Outreach
* One-Stop Delivery system orientation
* Employment statistics information (local, regional, state, and national job market information)
* Information on training providers (available agencies, program costs)
* Local area performance measures (workforce programs and training institutions)
* Supportive services information (Section 167 emergency assistance, other types of services available, supportive service referral)
* Unemployment compensation filing procedures

Assisted career services are services that customers will most likely require assistance:

* Eligibility determination for all WIOA Title I programs
* Assistance in establishing eligibility for WIOA funded financial aid and other financial aid
* Intake for all WIOA Title I programs, including Section 167
* Job search, job referral, and placement assistance
* Career counseling
* Initial assessment
* Enrollment in intensive services
* Comprehensive assessment of skill levels and service needs
* Diagnostic testing and evaluation of educational and occupational skills
* Identification of employment barriers and employment goals
* Development of an Individual Employment Plan
* Group counseling
* Individual counseling
* Career planning
* Customer centered case management for those seeking training services
* Short-term prevocational services to prepare individuals for unsubsidized employment or training (employability skills, personal maintenance, punctuality, professional conduct, learning skills)
* Adult education, literacy, ESOL, and GED®
* Dropout prevention activities
* Paid work experience
* Unpaid work experience

**Training Services**

* Occupational skills training
* Apprenticeship training
* On-the-Job (OJT) training
* Workplace training combined with related instruction
* Cooperative education
* Skill upgrading and retraining
* Entrepreneurial training
* Customized training conducted with a commitment by an employer to employ individuals upon successful completion

**Related Assistance Services**

* Emergency assistance / non-training related supportive services to stabilize farmworkers
* Workplace safety and farmworker pesticide safety
* Heat stress prevention
* Training related supportive services that will enable farmworkers to complete training services (transportation, childcare, medical, etc.)
* Instruction in English language classes and basic education classes for participants not enrolled in intensive or training services
* Allowance payments
* Other supportive services such as transportation, family care, medical care

Under WIOA, NFJP grantees may provide youth services to Migrant Seasonal Farmworkers (MSFWs) aged 14‐24. MSFW youth may face many of the same barriers to employment that adult MSFWs 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.

**MSFW Youth Eligibility**

A MSFW Youth is an individual who is:

* between the ages of 14‐24;
* work authorized;
* not in violation of selective service requirements

AND

Is an individually eligible MSFW who meets these criteria:

Low‐income

A farmworker who performed qualifying seasonal farm work at some point in the 24 months prior to enrollment)

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);

OR

If not claimed as a dependent for federal income tax purposes,

Is able to establish a qualifying relationship with the farmworker AND

The individual receives half of his/her total support from the eligible farmworker's family during the eligibility determination period.

**MSFW/NFJP Youth Enrollment**

When enrolling an MSFW Youth as an NFJP Youth participant, NFJP grantees should follow these steps:

1. Make an eligibility determination;

2. Provide intake basic skills and career assessments;

3. 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

4. Provide career, training, and related services or activities to the youth.

NFJP participants between the ages of 14‐17 will automatically fall into the “MSFW 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.

**Objective Assessment**

As discussed above, for MSFW youth between 18 and 24 years of age NFJP grantees should conduct an assessment of the MSFW 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 grantee 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/MSFW 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. NFJP grantees 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 MSFW 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**

Grantees 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:

(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.

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 child care 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 applications, 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 provides 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 grantee 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:

(1) Take initiative;

(2) Creatively seek out and identify business opportunities;

(3) Develop budgets and forecast resource needs;

(4) Understand various options for acquiring capital and the trade‐offs associated with each option;

and

(5) Communicate effectively and market oneself and one's ideas.

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

(1) 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.

(2) 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.

(3) 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 applications 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 applications;

• Searching and applying for scholarships and grants;

• Filling out the proper financial aid applications and adhering to changing guidelines; and

• Connecting youth to postsecondary education programs.

**Common Performance Measures for Youth**

Youth Entered Employment/Education/Training Rate – 2nd Quarter after Exit

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.

Therefore, for Youth, the indicator 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

Title I Youth Education and Employment Rate – Fourth 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.

**REVISED 6/13/19**

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 2019-2020, DOE 200, Award Notification.

|  |  |  |
| --- | --- | --- |
| Agency | Project Number | Amount Recommended |
| Collier School District | 110-4059B-9CFJ1 | $360,356 |
| Hillsborough School District | 290-4059B-9CFJ1 | $308,605 |
| Indian River Community College | 562-4059B-9CFJ1 | $371,771 |
| Manatee School District | 410-4059B-9CFJ1 | $317,103 |
| Miami-Dade Community Action and Human Services Department | 761-4059B-9CFJ1 | $365,683 |
| Orange School District | 480-4059B-9CFJ1 | $230,851 |
| Palm Beach School District | 760-4059B-9CFJ1 | $225,143 |
| Polk School District | 530-4059B-9CFJ1 | $369,108, |
| Putnam School District | 540-4059B-9CFJ1 | $131,027 |
| South Florida Community College | 282-4059B-9CFJ1 | $265,225 |
|  | **Total** | **$2,944,872** |

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

1. *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 §188 (a)(5)]

*AND*;

1. *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); Farmworker Bulletin 97-16]

*AND*;

1. Must have been a disadvantaged seasonal or migrant farmworker primarily employed in agriculture during any consecutive 12-month period within the most recent 24-month period prior to application [20 CFR §669.110; 20 CFR §669.320];

*OR*

1. Be the spouse of the eligible farmworker that meets requirements 1, 2, and 3 above;

*OR*

1. Be the dependent of the eligible farmworker that meets requirements 1, 2, and 3

ADULT BALANCED PERFORMANCE

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Name:**  **\_\_\_\_\_\_\_\_\_\_\_\_** | | **Quarter I** | | **Quarter II** | | **Quarter III** | | **Quarter IV** | |
| **Jul-Sep 2019** | | **Oct-Dec 2019** | | **Jan-Mar 2020** | | **Apr-Jun 2020** | |
| Plan | Actual | Plan | Actual | Plan | Actual | Plan | Actual |
| A | Total Participants |  |  |  |  |  |  |  |  |
| A1 | New Participants |  |  |  |  |  |  |  |  |
| A2 | Participants Carried Over |  |  |  |  |  |  |  |  |
| B | Participant Outcomes | | | | | | | | |
| B1 | Entered Employment |  |  |  |  |  |  |  |  |
| B2 | Completed Training Service |  |  |  |  |  |  |  |  |
| C | Number Participants Exiting |  |  |  |  |  |  |  |  |
| C1 | Attained a Credential |  |  |  |  |  |  |  |  |
| C2 | Literacy/Numeracy Gain |  |  |  |  |  |  |  |  |
| D | Participants Enrolled in Program Services | | | | | | | | |
| D1 | Career Services |  |  |  |  |  |  |  |  |
| D2 | Training Services |  |  |  |  |  |  |  |  |
| D3 | Support Services |  |  |  |  |  |  |  |  |
| D4 | Emergency Assistance |  |  |  |  |  |  |  |  |
| E | Reportable Individuals | | | | | | | | |
| E1 | Emergency Assistance/ALPI Only | 0 |  | 25 |  | 50 |  | 76 |  |
| F | USDOL Common Measure Performance Goals | | | | | | | | |
| F1 | Entered Employment Rate (Q2) | 69.9% |  | 75.0% |  | 85.0% |  | 90.0% |  |
| F2 | Employment Retention Rate (Q4) | 66% |  | 70% |  | 75% |  | 80% |  |
| F3 | Median Earnings (Q2) | $5,180 |  | $5,500 |  | $6,000 |  | $6,500 |  |

**INSTRUCTIONS FOR COMPLETING ADULT BALANCED PERFORMANCE REPORT FORM**

Numbers entered into each Quarter should be cumulative by Quarter, except for Carried Over, which is constant. USDOL Common Measure Performance Goals are established by the program office and apply to all project recipients.

(A) **Total Participants** – Total number of participants enrolled in the program. (A1) plus (A2) must equal (A). Goal is 100% or better.

(A1) **New Participants** - Total number of new participants enrolled in the program during the current program year.

(A2) **Participants Carried Over** – Total number of participants carried over from previous program year. This number is constant for all four quarters.

(B) **Participant Outcomes** – Leave blank

(B1) **Entered Employment** - Number of participants placed on a job. Goal is 100% or better.

(B2) **Completed Training Service** - Number of participants that have completed a minimum of one training service, such as vocational, occupational, on-the-job training, cooperative education, apprenticeship or entrepreneurial training. Goal is 100% or better.

(C) **Number Participants Exiting** - Number of participants who have exited from the program at the end of the quarter.

(C1) **Attained a Credential -** Number of participants that have attained a recognized credential, such as the GED®, an occupational license or certificate within 1 year after exit date. Goal is 100% or better. (C1) is a subset of (C).

(C2) **Measurable** **Skill Gains** - Number of participants who, during the course of the program year are in education or training and who are achieving measurable skill gains defined as documented academic, technical, and occupational towards such a credential or employment. Goal is 100% or better. (C2) is a subset of (C).

(D) **Participants Enrolled in Program Services -** D1 must equal (A). Others can be duplicative counts.

(D1) **Career Services** – See Attachment A

(D2) **Training Services** – See Attachment A

(D3) **Support Services** – See Attachment A

(D4) **Emergency Assistance** – See Attachment A

(E1) **Emergency Assistance Only** – Only related assistance services (leave this area in blank)

Youth Balanced Performance

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Name:**  **\_\_\_\_\_\_\_\_\_\_\_\_** | | **Quarter I** | | **Quarter II** | | **Quarter III** | | **Quarter IV** | |
| **Jul-Sep 2019** | | **Oct-Dec 2019** | | **Jan-Mar 2020** | | **Apr-Jun 2020** | |
| Plan | Actual | Plan | Actual | Plan | Actual | Plan | Actual |
| A | Total Participants |  |  |  |  |  |  |  |  |
| A1 | New Youth Participants |  |  |  |  |  |  |  |  |
| A2 | Youth Participants Carried Over | 0 |  | 0 |  | 0 |  | 0 |  |
| B | Participant Outcomes | | | | | | | | |
| B1 | Entered Employment |  |  |  |  |  |  |  |  |
| B2 | Education/Training Participants |  |  |  |  |  |  |  |  |
| B3 | Completed Training Service |  |  |  |  |  |  |  |  |
| C | Number Participants Exiting |  |  |  |  |  |  |  |  |
| C1 | Attained a Credential |  |  |  |  |  |  |  |  |
| C2 | Measurable Skill Gains |  |  |  |  |  |  |  |  |
| D | Participants Enrolled in Program Services | | | | | | | | |
| D1 | Career Services |  |  |  |  |  |  |  |  |
| D2 | Training Services |  |  |  |  |  |  |  |  |
| D3 | Support Assistance Services |  |  |  |  |  |  |  |  |
| D4 | Emergency Assistance |  |  |  |  |  |  |  |  |
| E | Reportable Individuals | | | | | | | | |
| E1 | Emergency Assistance/ALP Only |  |  |  |  |  |  |  |  |
| F | USDOL Common Measure Performance Goals | | | | | | | | |
| F1 | Entered Education/Employment Rate (Q2) | 69.9% |  | 69.9% |  | 69.9% |  | 69.9% |  |
| F2 | Education/Training/Employment Retention Rate (Q4) | 66% |  | 66% |  | 66% |  | 66% |  |
| F3 | Employment Median Earnings (Q2) | $5,180 |  | $5,180 |  | $5,180 |  | $5,180 |  |

**INSTRUCTIONS FOR COMPLETING YOUTH BALANCED PERFORMANCE REPORT FORM**

Numbers entered into each Quarter should be cumulative by Quarter, except for Carried Over, which is constant. USDOL Common Measure Performance Goals are established by the program office and apply to all project recipients.

(A) **Total Participants** – Total number of youth participants enrolled in the program. (A1) plus (A2) must equal (A). Goal is 100% or better.

(A1) **New Youth Participants** - Total number of new youth participants enrolled in the program during the current program year.

(A2) **Youth Participants Carried Over** – At this time is 0 (No Carry Over).

(B) **Participant Outcomes** – Leave blank

(B1) **Entered Employment** - Number of youth participants placed on a job. Goal is 100% or better.

(B2) **Education /Training** – Number of youth participants

(B3) **Completed Training Service** - Number of participants that have completed a minimum of one training service, such as vocational, occupational, on-the-job training, cooperative education, apprenticeship or entrepreneurial training. Goal is 100% or better.

(C) **Number Participants Exiting** - Number of participants who have exited from the program at the end of the quarter.

(C1) **Attained a Credential -** Number of participants that have attained a recognized credential, such as the GED®, an occupational license or certificate within 1 year after exit date. Goal is 100% or better. (C1) is a subset of (C).

(C2) **Measurable** **Skill Gains** - Number of participants who, during the course of the program year are in education or training and who are achieving measurable skill gains defined as documented academic, technical, and occupational towards such a credential or employment. Goal is 100% or better. (C2) is a subset of (C).

(D) **Participants Enrolled in Program Services -** D1 must equal (A). Others can be duplicative counts.

(D1) **Career Services** – See Attachment A

(D2) **Training Services** – See Attachment A

(D3) **Support Assistance Services** – See Attachment A

(D4) **Emergency Assistance** – See Attachment A

(E1) **Emergency Assistance Only** – Only related assistance services (leave this area in blank

**General**

The project recipient agrees to fully 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 project recipient agrees to fully perform the services prescribed in the Project Application and will comply with the Florida Department of Education (DOE) Green Book General Assurance, Terms and Conditions for Participation of Federal and State programs”, which are required to be signed and submitted to DOE 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**

Project recipients must implement project operations as instructed in WIOA, Title I, Section 167, US DOL guidance notices/letters, all state program office policy related technical assistance papers, memos, and manuals no later than July 31 of the program year. The FCDP state program office requires the use of an online database system to conduct and manage daily business. The Employ Florida Database is used to enter, update, and store participants’ information. In addition, the Employ Florida database and Suntax are both used to confirm participants’ wages and employer information. Both systems are fully compatible with Internet Explorer, but may not be with other internet browsers. To prevent work interference as a result of incompatible browsers, computers equipped with Internet Explorer should be used to access these databases. Access to the Employ Florida database requires completion of the Department of Economic Opportunity’s Tier I training and successful completion of a Level 2 Security Background check.

**MSFW Eligibility Determination**

Project recipients will be required to have all intake and case management staff successfully complete MSFW eligibility certification training provided by the 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 the centralized database 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 the centralized database reporting system prior to receipt of training services in accordance with program office policy. The IEP establishes employment, education, and support goals for the individual, denotes barriers, and provides a service plan. The *first* *step* in the planning process should be to identify a specific employment goal, followed by an assessment of participant fluency in English and academic levels in reading and mathematics. Following steps in the planning process should be 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 should be linked to a career pathway ultimately resulting in the attainment of the overarching participant employment goal.
* **Monitoring Plan Progress** – It is critically important that participant progress on accomplishing various steps identified in the IEP be monitored on a regular and consistent basis. Participant monitoring comments should be documented via the data system Case Notes.
* **Job-Driven Training** – All training provided to FCDP participants should be focused on ultimately resulting in a high-wage job for the participant and be provided by either the host educational agency or through a training provider identified on the site’s Eligible Training Provider List (ETPL). All sites will need to submit to the state office a prospective ETPL for the funded program year within 30 days of receipt of the Project Award Letter for review and approval. Guidance will be provided to all sites on the specific information required on their ETPL with the approved grant application package. Sites may not encumber participant training funds on agencies/trainers not identified on the approved ETPL for that site. In addition, all sites 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, direct service providers 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 job-seekers. All placement and transition related activity provided to eligible participants should be documented in the case notes and the appropriate placement sections of the program’s data collection system.
* **Follow-Up Retention Activities** – US DOL guidelines regarding this federal program require an organized, consistent, and accurate follow-up and retention process be established for all eligible participants after their exit from the program. State program 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 US DOL. Follow-up and retention wage information should be obtained from a valid external source such as wage records, direct employer contact, or the Employ Florida system.

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

* **Employ Florida Registration -** All MSFW participants must be registered with the Workforce Florida system through the Employ Florida data system 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 the Employ Florida system.
* **Employability Skills –** All MSFW participants will be provided employability skills training prior to their exit from the program through either a site provided stand-alone program or through referral to an external provider who is listed on the sites 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. 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.

**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.

**Personnel Requirements**

* **Time and Effort Reporting** – Theproject 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. Project 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 project recipient must submit to the FCDP office Personnel Activity Report (PAR) forms in September and March of the project year to document the portion of the time that staff funded by this project is dedicated to work associated with this project.
* The project recipient must receive prior written authorization from the Department of Education prior to changes to direct personnel costs charged to the budget.
* **Staffing Parameters** – Staffingand associated salary/benefits should meet staffing patterns outlined in the chart below. Requests to vary from this staffing model may 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, and under no circumstances exceed *82.5%* of the grant allocation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Size Site | Coordinator | Case Management | Recruitment/ Placement | Office Support | Total FTE\* | Salary/Benefit Criteria\*\* |
| Small | 1.0 FTE | .50 FTE | - | - | 1.50 FTE | < 75% Alloc |
| Medium | 1.0 FTE | 1.0 FTE | .50 FTE | - | 2.50 FTE | < 76% Alloc |
| Large | 1.0 FTE | 1.5 FTE | .50 FTE | .50 FTE | 3.50 FTE | < 77% Alloc |
| X-Large | 1.0 FTE | 2.0 FTE | .50 FTE | .50 FTE | 4.00 FTE | < 78% Alloc |

\* 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.

\*\* FTE amount and type may vary from recommended model as long as Salary/Benefit Criteria is met.

* **Position Descriptions and Personnel Selection** – TheDepartment 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 program office to ensure they meet the minimum standards outlined in the applicable position description. Personnel hired as Project Coordinators will be required to attend and complete “New Project Coordinator Training” provided by the FCDP Office. All coordinators and case managers must, as a minimum, attend annual professional development sessions provided by the 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** – Recipients will notify the Director of the FCDP Office, FLDOE, of any proposed personnel, salary, or FTE changes, in writing using the approved Staffing Form at **Attachment H**, within ten (10) days of the proposed 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.

**Cost Standards**

The project 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 project 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.

**Collaboration with Local Agencies**

* **Local Advisory Council/Committee** – ALocal Advisory Council/Committee (LAC) to assist participants obtain meaningful employment must be established within the guidelines set forth by the program office for local advisory council/committee operations. Membership of this council/committee should be comprised of key stakeholders in the community who will be able to inform the employment plan development process by providing clearly defined career pathways for MSFW participants. For potential LAC members, refer to FLDOE’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) serving migrant children in the service area of the MSFW provider 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 Council/Committee.

**Travel Costs**

The project 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**

Recipients must request prior permission, in writing, from the State Director, FCDP Office of the FLDOE, 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: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>

**Fiscal Management**

* **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 Office for review and approval using the appropriate budget and project amendment forms identified in the Green Book.
* **Electronic Budget and Monthly Disbursement Reports** – Fundedagencies will be required to send the FCDP program 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 should be provided to the FCDP 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 Office. In the event that the business operations of the project recipient agency are suspended, such agency will deliver the most current program records within 30 days of the close of business to the FCDP Office. FDOE may terminate the project award for cause. In this event, a written termination notice will be prepared by the FCDP 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 project recipient agrees that the FLDOE may discontinue the project award, not refund the project recipient, or impose special conditions if the project recipient has failed to provide services specified herein or in the project award, or failed to achieve goals and performance standards.

**Property Standards**

The project recipient may purchase items/property with a value or cost less than $500 without prior written approval from the Department of Education. However, all purchases must be necessary for the support of staff and/or participants and considered allowable activities WIOA Title I, Section 167. Project 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 project 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 FLDOE.

**Record Retention**

The project 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 project 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 Office.

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

**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 Workforce Innovation and Opportunity Act (WIOA), Title I, Section 167 "Program Operations and Management Manual".

**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.

**Chronic Unemployed and Underemployed Farmworker** – A farmworker who did not receive a year-round salary.

**Core Services** - Pre-enrollment services of outreach, job referral, information, etc. There is no WIOA Title I, Section 167 eligibility required for receipt of core services.

**Disadvantaged -** A farmworker whose income, for any 12 consecutive months out of the 24 months immediately before the farmworker applies for the program, does not exceed the higher of either the poverty line or 70 percent of the lower living standard income level, adjusted for the farmworker's family size and including the income of all wage earners, except when its inclusion would be unjust due to unstable conditions of the family unit.

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

**Florida Comprehensive Assessment Test (FCAT) -** Test of reading, math, writing, and science given in grades 3-10 and meant to measure mastery of the Sunshine State Standards.

**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.

**Green Jobs –** Also, called green-collar jobs are described in*Defining Green Jobs for Florida,*A Report of the Sustainability/Infrastructure Committee of Workforce Florida, Inc., at URL: <https://www.google.com/url?q=http://floridajobs.org/library/pubs/green/gj_long_survey/statewide.pdf&sa=U&ved=0ahUKEwjjpfD_1MLfAhVNnOAKHfDbCE0QFggEMAA&client=internal-uds-cse&cx=008503041933476338818:uddc80mgfdo&usg=AOvVaw0rEE-8WjTfDKxE7arjQfh2>

**Individual Employment Plan (IEP)** - Written plan delineating participant vocational goals, barriers, service agents, progress toward goals, counseling notes. Format and guidance provided in "Program Operations and Management Manual".

**Intensive Services** - Post-enrollment case management services that may include non-occupational specific training, individual service strategy / educational activities such as testing and counseling, etc. WIOA, Title I, Section 167 eligibility must be met.

**Memorandum of Understanding (MOU)** - Mandatory for all 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 or his/her designee and the individual authorized by the entity applying for WIOA, Title I, Section 167 funds.

**Migrant Farmworker** - A seasonal farmworker 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.

**MSFW Youth** – An eligible migrant and seasonal farmworker, or their dependent, who is between 14 and 17 years of age.

**On-the-Job-Training (OJT)** - Hire first, train later training service in which 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.

**Primarily Employed in Agricultural Labor –** A farmworker, who during the 12-month eligibility determination period, depended primarily on farm work for his/her support by earning at least 50 percent of his/her income from farm work or was employed at least 50 percent of his/her total work time in farm work, and exceeded a minimum threshold level of farm work by working at least 25 days in farm work or by earning at least $800 in farm work.

**Related Assistance Services** - Short-term forms of direct assistance to help farmworkers retain or stabilize agricultural employment or facilitate participation in the WIOA Section 167 program.

**RWDB –** Regional Workforce Development Board

**Seasonal Farmworker** – A farmworker who has been primarily employed in agricultural labor that is characterized by chronic unemployment or underemployment.

**Training Services** - Occupational specific training activities provided through classroom training, OJT, and similar activities.

**Work Experience** – Work experience is an intensive service. It is a planned, structured learning experience that takes place in a workplace for a limited period of time and designed to acquaint the participant with requirements of the workplace. Its purpose is not to benefit the employer, although such benefit may occur. Work experience may be paid or unpaid.

**Project / Agency:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(1) Position Title** | **(2) Name of Incumbent** | **(3) Total Annual Salary** | **(4)Total Annual Benefits and Per Cent** | **(5)Total Salary Charged to WIOA 167 and Per Cent** | **(6)Total Benefits Charged to WIOA 167 and Per Cent** |
| Example: Case Manager | Sarah Smith | 45,000 | 11,700 (26%) | 14,850 (33%) | 3,861 (33%) |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  | **(7)Total of Salary and Benefits** |  |  |  |  |

Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions: The Florida Department of Education (FDOE) is required to report the above information to the US Department of Labor each Program Year (PY). For all positions to be compensated in whole or part by WIOA Section 167 funds:

1. Enter the position title and include any vacant positions
2. Enter the name of the position incumbent
3. Enter the total annual salary of incumbent
4. Enter total annual benefits and percentage of salary for incumbent
5. Enter the total salary and per cent of salary charged to WIOA Section 167
6. Enter the total benefits and per cent charged to WIOA Section 167

(7) Enter the total salary and benefit amounts for columns (3), (4), (5), and (6)

**EXAMPLE Budget Narrative Form (DOE 101S Form)**

Please visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml>. See the **Program Management Resources** section to access the new DOE 101S Budget form and the instructions for completing the form.

| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** |
| --- | --- | --- | --- | --- | --- |
| **FUNCTION** | **OBJECT** | **ACCOUNT TITLE and NARRATIVE** | **FTE POSITION** | **AMOUNT** | **% ALLOCATED to this PROJECT** |
| ##### | ##### | **Salaries:** Part-time hourly salary for 6 teachers to provide direct instruction in Adult Education programs. The calculation: 20 hours per week x $25.00 per hour x 32 weeks x 6 teachers. | 3 | **$96,000** | **100%** |
| ##### | ##### | **Employee Benefits**, **Retirement:** Contributions to retirement plan for 6 part-time teachers at 9.85% |  | **$9,456** | **100%** |
| ##### | ##### | **Employee Benefits**, **Social Security:** Contributions to retirement plan for 6 part-time teachers at 7.65% |  | **$7,344** | **100%** |
| ##### | ##### | **Employee Benefits,** **Worker’s Compensation:** Contributions to retirement plan for 6 part-time teachers at 1.01% |  | **$969** | **100%** |
| ##### | ##### | **Computer Hardware:** Purchase of computer equipment to be used by students for instructional purposes. The equipment items will include monitors, CPU’s peripheral devices memory, and 10 laptop computers.  The required equipment form is attached to the application. |  | **$8,830** | **100%** |
| ##### | ##### | **\*Contractual Services**:  Provide funds to XYC agency as a sub-recipient for providing instructional (or non-instructional) services to eligible adult education and family literacy students – as detailed in the signed agreement(s)/MOU included with this application.  \*Contractual Service Agreement is provided with the original application for FDOE approval. |  | **$10,875** | **100%** |
| ##### | ##### | **Travel:** Travel will support 2 instructional teachers, and one curriculum coordinator to attend the Adult Education State Conference. Expenditures for costs of transportation, lodging, and meals (state rate) are as follows:   * Roundtrip airfare is $400 x 3 persons = $1,200. * Two nights lodging @ $90 per night is $180 x 3 persons = $540. * Meals at $36/day for two days is $72 x 3 persons= $216.   Total Travel Costs for Conference: $1,956 |  | **$1,956** | **100%** |
|  |  |  | **Total** | **$135,430** |  |

**NOTE:**

When completing the **Budget Narrative** **Form**, located on the website 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 application.

Place **TAPS** number 20B001 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, Migrant and Seasonal Farmworkers**

**Instructions**

**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).

Submit two copies by the 20th of each month following the month of disbursement to:

(copy one)

Comptroller's Office, Florida Department of Education,

914 Ralph Turlington Building, Tallahassee, Florida 32399-0400, (850) 245-0401

(copy two)

Farmworker Career Development Program, 1313 B, Tampa Street, Suite 103, Tampa, Florida 33602, (813)224-1920.

**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 six 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.

(3) **ALL APPLICANTS:**

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

(4) **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).

1. Enter total of encumbered obligations at the end of reporting month, (do not include salaries and fringe benefits).
2. 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
3. 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.

(15) 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 Application**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please return to:**  Florida Department of Education  Office of Grants Management  Room 332 Turlington Building  325 West Gaines Street  Tallahassee, Florida 32399-0400  Telephone: (850) 245-0496 | **A) Program Name:**  **National Farmworker Jobs Program**  **WIOA Section 167**  **Discretionary, Continuation**  **Fiscal Year 2019-2020**  **TAPS NUMBER: 20B001** | | **DOE USE ONLY**  Date Received | |
| **B) Name and Address of Eligible Applicant:** | | |
| **Project Number (DOE Assigned)** | |
|
|
| **C) Total Funds Requested:**  $  DOE USE ONLY  **Total Approved Project:**  $ | | **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 application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA 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 application. | | | | |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**  Signature of Agency Head Title Date | | | | |
|  | | | | |

FDOE Logo_Small (2)

DOE 100A

Revised July 2015 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 application. 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:** **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.** |
|  |
|  |
|  |
|  |

FDOE Logo_Small (2)

DOE 100A

Revised July 2015 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**

**20B001**

Name of Eligible Recipient

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

Project Number **(DOE 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 Application (RFA). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.
2. Project Number **(DOE 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 first three digits of the object codes listed in the Accounting Manual for Florida’s College System.  **UNIVERSITIES AND STATE AGENCIES:**  Use the first three digits of the 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 $500 – specific to NFJP (State’s threshold) or more with a useful life of one year or more.  **Note:** If the agency has a threshold of less than $500 – specific to NFJP the lower amount is the guiding threshold. |
| **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. |

**Projected Invoice Schedule**

**Return with the application, if applicable.**

Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Invoice #1 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Deliverable(s) | Amount |
|  | ***$*** |
|  | $ |
| **Invoice #2 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Amount |
| Deliverable(s) |  |
|  | ***$*** |
|  | $ |
| **Invoice #3 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Deliverable(s) | Amount |
|  | $ |
|  | $ |
| **Invoice #4 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Deliverable(s) | Amount |
|  | $ |
|  | $ |
| **Invoice #5 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Deliverable(s) | Amount |
|  | $ |
|  | $ |
| **Invoice #6 Projected Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| Deliverable(s) | Amount |
|  | $ |
|  | $ |
| **Total** |  |

**Instructions for completing Projected Invoice Schedule:**

1. Add rows as necessary. Cells will expand when text is typed.
2. List performance measures and the dollar amount and the due date for each projected invoice submitted.
3. The number of invoices is at the discretion of the applicant. Applicants who intend to invoice only twice during the project period will complete the form indicating only two invoices. Applicants who intend to invoice more than six times during the project period may duplicate the form for a total of 12 invoices.

**Note:**

When submitting an invoice for payment, attach proof of documentation for the performance measures achieved that support the listed deliverable(s).

An invoice form for State Leadership Projects is available at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml>

**Project Invoice Form**

**Return with each invoice.**

|  |  |
| --- | --- |
| Invoice #: | Dates of Service for Invoice: |
| Project Title: | Project #: |
| Name: | Award Amount: |
| E-mail: | Phone: |
| Address: | Zip: |
| City: | County: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** | **F** |
| **Scope of Work** | **Evidence/**  **Deliverables** | **Evidence/**  **Deliverable**  **Amount**  **Authorized** | **Evidence/**  **Deliverable**  **Amount Previously Earned** | **Amount**  **Difference** | **$ Amount**  **Requested** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Totals** | | **$** | **$** | **$** | **$** |

Amounts will be paid on the lesser of expenditures or deliverables as reported on the DOE 599 form and Column F on the chart above. Applicant must request any carryover on a future invoice.

Attach to each invoice submitted:

* Updated DOE 599 form
* Proof of documented allowable expenses for the performance measure(s) achieved that support the listed deliverable(s) and mail to:

Florida Department of Education

Bureau of Grants Management

Attention: Sue Wilkinson

325 West Gaines Street, Room 332, Unit B

Tallahassee, FL 32399-0400

|  |  |  |
| --- | --- | --- |
| Print Name of Agency’s Invoice Preparer: | Signature of Agency’s Invoice Preparer: | Date: |

|  |  |  |
| --- | --- | --- |
| **FDOE USE ONLY** | FDOE Program Manager: | Date: |

**National Farmworker Jobs Program**

**Competitive - Fiscal Year 2019-2020**

**APPLICATION REVIEW CRITERIA AND CHECKLIST**

* **Place all items requested in the order indicated below**.
* Include only the items requested. (Do not include **Instructions** 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.
* Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
* Include this form in the application package.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLACEMENT ORDER** | **ITEM** | **APPLICANT** | **DOE STAFF**   * **Check appropriate box below** | |
| **Indicate Page Numbers Below** | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Application – 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 |  |  |  |
| 2. Project Need |  |  |  |
| 3. Labor Market Assessment |  |  |  |
| 4. Project Design and Implementation (a-g) |  |  |  |
| 5. Support Strategic Imperatives |  |  |  |
| 6. Dissemination Plan |  |  |  |
| 7. Budget |  |  |  |
| 8. Apprenticeship Capability |  |  |  |
| **5** | 9. MSFW Youth Services |  |  |  |
| **6** | 10. General Education Provisions Act (GEPA) – one page |  |  |  |
|  | **Attachments** |  |  |  |
| **7** | Program Performance and Accountability (include as is) |  |  |  |
| **8** | Adult Balanced Performance Report Form |  |  |  |
| **9** | Youth Balanced Performance Report Form |  |  |  |
| **10** | Special Conditions for WIOA Project Awards Form |  |  |  |
| **11** | FY 2019 Staffing Breakout Form |  |  |  |
| **12** | Projected Invoice Schedule Form - *if applicable* |  |  |  |
| **13** | Risk Analysis (DOE 610 or DOE 620) - if applicable |  |  |  |
| **14** | Contractual Service Agreements – as applicable |  |  |  |
| **15** | Application Review Criteria and Checklist Form (must be last page) |  |  |  |

I:\RFA - RFP's\19-20\Farmworker\FarmworkerCareerDev19-20\Farmworker-CareerDev-RFP-1920 Revised 1-18-19.doc