



PUTTING FLORIDA'S ADULT LEARNERS FIRST:

Adult Education and Family
Literacy Act 2021-2022 Grant
Competition

Consolidated Adult Education/IELCE and
Corrections Education Discretionary
Competitive Grants

IMPLEMENTATION GUIDE 2021-2022

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Purpose of the AEFLA Application Implementation Guide

The Florida Department of Education (FDOE) Division of Career and Adult Education (DCAE) offers this implementation guide as a tool for agencies submitting applications for funding under the Workforce Innovation and Opportunity Act (Public Law 113-128 (29 U.S.C. Sec. 3101, et. Seq.)) of 2014, Adult Education and Family Literacy Act (Title II). Regulations and guidelines governing programs are codified in the Code of Federal Regulations (CFR), Title 34 CFR Parts 461, 462, 463 et al. and Title 2 CFR 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Applicants should also read the [State of Florida WIOA Unified Plan](#) to understand the role of adult education as a core partner in Florida's workforce development system. Through this Request for Proposal (RFP), Florida commits to set a course that by 2030, adult education students earn tangible outcomes that will put them on a path to employment and lifelong success.

The purpose of this guide is to provide eligible applicants with an understanding of major changes within the 2021-2023 RFP and state requirements developed to compliment the new direction for adult education. This implementation guide serves as a resource to provide qualified applicants with guidelines, instructions and key information necessary to understand the application process and, ultimately, submit a successful grant application to support adult education programs and students.

The implementation guide is organized into the following three sections:

- **Section 1: Overview of Title II Adult Education and Family Literacy Act and Florida's Vision and Priorities for Adult Education**
- **Section 2: The Basics for Getting Started**
- **Section 3: Overview of the Narrative Requirements and the Supplemental Adult Education/Corrections Education Excel Workbook**

Section 1: Overview of Title II Adult Education and Family Literacy Act and Florida's Vision and Priorities for Adult Education

Workforce Innovation and Opportunity Act (WIOA) and Title II Adult Education and Family Literacy Act (AEFLA) Provisions

The Workforce Innovation and Opportunity Act (WIOA) was enacted into law on July 22, 2014 (Public Law No. 113-128) and replaces its predecessor the Workforce Investment Act (WIA) of 1998. WIOA provides direction, guidance and important updates for the workforce system in every state. The law prioritizes a market-driven approach to talent development that will prepare individuals seeking employment for the jobs of today and of the future. Moreover, added emphasis is placed on the need for access to workforce services for all individuals to positively and permanently impact the ability to obtain family-sustaining wages. Regional alignment of markets and resources are also facilitated and encouraged.

Workforce Innovation and Opportunity Act of 2014

Title I - Workforce Development Activities

Title II - Adult Education and Family Literacy Act (AEFLA)

Title III - Amendments to the Wagner-Peyser Act

Title IV - Amendments to the Rehabilitation Act of 1973

Title V - General Provisions

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The [State of Florida WIOA Unified Plan](#) for the period July 1, 2020, through June 30, 2024, includes the following required programs:

- Adult Program
- Dislocated Worker Program
- Youth Program
- Adult Education and Family Literacy Act (AEFLA)
- Wagner-Peyser Act
- Vocational Rehabilitation Program, including Blind Services Program

WIOA and Florida's WIOA Unified State Plan are a call to action to fulfill Florida's strategic vision for WIOA implementation which will be realized by accomplishing these three goals:

1. Enhance alignment and market responsiveness of workforce, education, and economic development systems through improved service integration that provides businesses with skilled, productive, and competitive talent and Floridians with employment, education, training and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers and lifelong learning.
2. Promote accountable, transparent, and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices, and empowers an effective and efficient workforce delivery system.
3. Improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and post-secondary education opportunities.

Florida's adult education program is a key partner in this endeavor to increase access to employment, education, training and support services for individuals, particularly those with barriers to employment and to the services they need to succeed, in the labor market.

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The AEFLA program presents an extraordinary opportunity to improve the quality of life for individuals with low skills. Services provided under AEFLA are intended to lead to further education, training opportunities and work. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training with the integrated education and training service delivery approach.

Florida's Vision for Adult Education

The vision of Florida's adult education system is to hold learners at the center and deliver outcomes that promote full participation in the workforce, result in high-quality credentials of value and close equity and achievement gaps. This strategic vision will require a combination of new innovations and the support of thousands of individuals both inside and outside of Florida's WIOA workforce system.

The FDOE's vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy, and digital literacy skills, and the acquisition of industry-recognized credentials, postsecondary certifications and degrees in the state's high growth priority sectors. The FDOE understands that a new vision and strategic direction is needed to realize adult education's expanded workforce development and transition to postsecondary mission. Both strengthening adult education's role as an integral part of the state's education system and the importance of preparing all students to be globally competitive for college and career are an imperative.

Adults who have the added responsibility of a young child and are without adequate full-time childcare are often unable to avail themselves of the kind of educational opportunities that ensure social and economic prosperity. This population represents a significant number of Florida's adult education learners. In other words, core differences in adult education literacy and numeracy rates, the ability to access quality childcare and other social service benefits impacts these learners disproportionately. These differences affect not only school readiness and success in school, which in turn, affects eventual earning potential, but also exacerbate the divide between the parents themselves and their ability to access life-changing educational and professional opportunities. In short, the connection between a strong adult education system wrought with meaningful postsecondary credentialing opportunities and improved childhood literacy rates is strong.

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The vision and new strategic direction are, therefore, an imperative. This presents opportunities for adult education and core WIOA partners, programs, and learners, to adapt and respond in different ways to dynamic economic conditions. Thus, the shift to new ways of working together and partnering differently. To translate this vision into action, FDOE is issuing this RFP as a two-year transition grant. The purpose is to provide the field with time and capacity-building support to focus on building a regional adult education delivery approach comprised of key partners that play a specific role in the delivery model. During the transition period, funded providers will conduct a regional needs assessment and asset map with support from additional new funds. This is to strengthen partnerships and shift toward regional delivery of adult education programs and services.

Florida's Strategic Priorities

Strategic priorities are the core building blocks for realizing Florida's strategic vision for adult education that holds learners at the center and delivers outcomes that promote full participation in the workforce, resulting in credentials of value and closes equity and achievement gaps. The 2021-2023 RFP is organized by the following four priorities:

- **Priority 1:** Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.
- **Priority 2:** Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.
- **Priority 3:** Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.
- **Priority 4:** Incent, measure, and support enhanced program effectiveness.

Priority 1 – Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

FDOE is promoting the shift to a regional focus given this type of delivery has evidence that regional partnerships are better positioned to be responsive to student and local labor market needs. This approach recognizes partnerships and collaborative networks to ensure access to the range of programs and services leading to greater

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equity for all populations by identifying high need areas with students with disabilities, justice-involved, and English Language Learners (ELL) and incentivizing collaborative regional partnerships. As such, providers are highly encouraged to form regional consortiums to support adult education programs, activities and services.

Responding to regionally based labor market needs is at the heart of the education and workforce development systems. There is a strong evidence base for moving toward regionally based delivery models. Within a regional partnership, there is a much greater level of integration of stakeholders. Key partners, such as adult education, workforce boards, economic development agencies, postsecondary partners, employer organizations and associations, employers, and community-based organizations, among many others, work together to break-down traditionally system of silos to improve student outcomes.

The intent of this RFP is to promote the development of regional partnerships to:

- Provide the full spectrum of services for all adult learners, including transitions to postsecondary and employment.
- Braid state and federal funding, public systems assets and resources for greater impact.
- Communicate and share regional issues and best practices.
- Coordinate outreach to regional businesses.
- Promote regional labor market and skills gap analyses, identify credentials of value needed, and coordinate for employment in target sectors.
- Conduct inclusive regional strategic planning by engaging more diverse partners.
- Respond jointly to funding opportunities; and
- Unite if/when regionally disruptive events like business closures or climate-related events occur.

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Priority 2 – Expand the state’s talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

This priority promotes attainment of credentials of value and the alignment of adult education and training programs to high-quality, high-wage credentials of value. To do so local programs must:

1. Drive career pathways and credentials offered through Integrated Education and Training (IET) and family literacy (also referred to as two generation) approaches between partners and provide incentives for completion.
2. Design postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs. Adult education redesign efforts must link to current statewide postsecondary education attainment goals to make Florida number one in workforce education by 2030.

IETs, by design, will facilitate a provider strategy leading to increased partnerships, better student transitions, and meeting the demands of today’s student for relevant employment related learning. Further information on IET program development is available in Appendix A.

Compelling evidence shows facilitating student transitions into further levels of learning pays off. This is the driving force behind transition models, such as IET. IET models are one of the most effective innovations to date, as they ensure adult learners have access to credentials of value. Through IET programs, adults seek goal-oriented, relevant, practical knowledge. Students with family and work responsibilities can offset the opportunity costs of education when IET truly leads to educational and economic mobility.

To be part of a comprehensive career pathway, IET programs are required to have a broad cluster/sector or specific occupational focus and robust participant supports. Focusing on sectors that have value in the regional labor market provides greater opportunity for quality employment. A second core feature is that IETs create access for all levels of learners, such as “on ramps” from the first levels of basic education or English language acquisition to high school diplomas or equivalency completion, to advanced training, credentials, and degrees.

Credentials of value help qualify an individual for employment in an industry or sector that offers at least a family-sustaining wage or allows an individual to move up in an industry that requires the credential to advance. Credentials of value should be portable and transferable among employers within an industry, allowing people choice and flexibility to move between jobs. The term, credentials of value, is synonymous with WIOA's definition of recognized postsecondary credential (section 3(52)) -- a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Priority 3 – Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.

This priority articulates Florida's vision to put forth a learner-centered system that is responsive to adult learners, especially working adults, and that provides learners with the workforce skills they are seeking through advancement of the following strategies:

- Set high standards for teaching and learning,
- Advance higher levels of educational achievement for now and future generations with two-generation approaches,
- Ensure high quality online learning and expanded use of digital learning with supports for students and instructors,
- Two-generation approaches that focus equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty.

Priority 4 – Incent, measure, and support enhanced program effectiveness.

This priority places particular emphasis on the critical role qualitative and quantitative data play in driving continuous improvement in adult education programs. A commitment to the ongoing development of a comprehensive program performance monitoring system with providers to ensure reporting, data analysis, and continuous improvement practices to support learner and program outcomes will be supported during the life of the two-year transition period and set a foundation for transition to a regional delivery approach.

Section 2: The Basics for Getting Started

Key Points

- Application Due Date: June 30, 2021, no later than 11:59:00 pm EST.
- Applicants can apply for an Adult General Education Grant and/or an Integrated English Literacy and Civics Education Grant by submitting one grant proposal.
- Grants will last for a two-year period (July 1, 2021 to June 30, 2023), contingent upon an annual renewal process.
- Funded programs are responsible for aligning their plans with their Local Workforce Development Board's Plans, collaborating with the local one-stop and collecting and reporting on required demographic and performance data.
- Correction Education (AEFLA Section 225) funds must be requested in a separate Competitive Request for Proposal located on FDOE's website.

What Grants Can I Apply For?

FDOE is awarding multi-year grants on a competitive basis to eligible adult education providers to develop, implement and improve adult education and literacy in Florida. The following briefly describes the two applications.

1. Consolidated Adult General Education

In this consolidated adult education grant application, each eligible provider may apply for funds in two different federal funding streams - WIOA 231 and/or WIOA 243.

- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA);
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- Combination: WIOA Section 231 and WIOA Section 243

Applicants will be required to identify the WIOA programs (section 231, section 243, or both/combination of section 231 and 243) for which funding is being sought in the application.

The Consolidated Adult General Education competitive application is available [here](#).

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2. Corrections Education

A separate corrections education grant application will be used to apply for funds under section 225 to carry out a program for criminal offenders in a correctional institution/setting that gives priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Corrections Education competitive application is available [here](#).

Both the Consolidated Adult General Education application and the Corrections Education application detail the following critical features:

- Funding purpose
- Eligible populations to be served with funds
- Eligible providers authorized under WIOA to provide services
- Funding amounts made available
- Budget and program performance period
- Application due dates and other related timelines and contact information
- Critical federal and state information such as administrative and indirect costs, program income and equipment purchases, record retention, allowable and unallowable expenditures
- Electronic method of submission and conditions for acceptance
- Method of application review

It is highly recommended that all interested applicants thoroughly review this information in the application(s) to determine eligibility, capacity to offer services, and ability to comply with state and federal requirements as detailed in the application(s).

Are Applications Pre-Screened?

Yes.

While detailed in both the Consolidated Adult General Education application and the Corrections Education application, it is important to understand that all application submissions are pre-screened to determine whether an applicant has demonstrated effectiveness. Below is a quick break down of the basics of demonstrated effectiveness, the state standard that will be used to measure demonstrated effectiveness and the method applicants will use to demonstrate effectiveness.

Demonstrated Effectiveness – The Basics

All eligible applicants are required to demonstrate effectiveness, pursuant to 34 Code of Federal Regulations (CFR) §463.24, by providing data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, and English language acquisition (ELA). Demonstrated effectiveness is an application pre-screening mechanism and only those applicants who have sufficiently documented demonstrated effectiveness will be moved forward to the application review stage. Applicants who do not submit demonstrate effectiveness will be removed from the competition and notified.

Demonstrated Effectiveness – The Standard Used for Determination

Eligible applicants must achieve at least a one percent completion rate in the Measurable Skills Gains (MSG) – Performance Outcome 1 section or education content domain outcome section for each year of 2018-2019 and 2019-2020.

Demonstrated Effectiveness– The Method for Providing Evidence

Eligible applicants will fall into the following categories:

1. Applicants previously funded under WIOA AEFLA; or
2. Applicants NOT previously funded under WIOA AEFLA

A single demonstrated effectiveness submission will be used for the consolidated adult general application irrespective of the number of programs for which funding is sought (sec. 231, section 234, or both). The Corrections Education application is a separate application process and evidence of demonstrated effectiveness must be evidenced as part of that separate application process.

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Instructions for Applicants Previously Funded

- Step 1: Access the Adult Education Excel grant application workbook [here](#). Access the Corrections Education Excel grant application [here](#). Download the workbook and save it locally.
- Step 2: Click on the workbook tab, "Demon. Effect.-Currently Funded"
- Step 3: Use the drop-down menu to populate agency name and the application type (AGE section 231 only, IELCE section 243 only, or combination application for AGE and IELCE funding). For Corrections Education, use the drop-down menu to populate agency name and the application type (Corrections Education section 225)

Adult Education Demonstrated Effectiveness Report - Current WIOA Funded Recipients

Provider Name	
Application Type	

- Step 4: Carefully read the directions to the right of the tables.
- Step 5: Populate the Performance Outcome Section 1 with applicable aggregate data. Below is a screen shot of how the table appears in the workbook.

PERFORMANCE OUTCOME 1		2018-2019			2019-2020		
Measurable Skills Gain (MSG) Data Found in NRS Table 4: MSG by Entry Level		Number of students enrolled with 12 or more hours of instruction	Number of students who achieved at least one MSG	Percentage of students who achieved at least one MSG	Number of students enrolled with 12 or more hours of instruction	Number of students who achieved at least one MSG	Percentage of students who achieved at least one MSG
Beginning Literacy (0-1)	ABE Level 1			n/a			n/a
Beginning Basic (2-3)	ABE Level 2			n/a			n/a
Intermediate Low (4-5)	ABE Level 3			n/a			n/a
Intermediate High (6-8)	ABE Level 4			n/a			n/a
AGE Low (9-10)	ABE Level 5			n/a			n/a
AGE High (11-12)	ABE Level 6			n/a			n/a
TOTAL ABE		0	0	n/a	0	0	n/a
Beginning Literacy (0-1)	ESL Level 1			n/a			n/a
Beginning Low (2)	ESL Level 2			n/a			n/a
Beginning High (3)	ESL Level 3			n/a			n/a
Intermediate Low (4)	ESL Level 4			n/a			n/a
Intermediate High (5)	ESL Level 5			n/a			n/a
Advanced (6-8)	ESL Level 6			n/a			n/a
TOTAL ELA		0	0	n/a	0	0	n/a
OVERALL TOTAL		0	0	n/a	0	0	n/a

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Step 6: Populate the remaining tables: Performance Outcome Sections 2, 3, and 4 with applicable aggregate data. Below are screen shots of how the tables appear in the workbook.

PERFORMANCE OUTCOME 2						
Employment After Exit	2018-2019			2019-2020		
	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Employment Second Quarter after exit			n/a			n/a
Employment Fourth Quarter after exit			n/a			n/a
PERFORMANCE OUTCOME 3						
Earnings	2018-2019		2019-2020			
	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited		
Median Earnings Second Quarter after exit						
PERFORMANCE OUTCOME 4						
Completion and Placement Data found in MIS Table 5: Primary Indicators of Performance	2018-2019			2019-2020		
	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			n/a			n/a
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit			n/a			n/a
Attained a Postsecondary Credential while enrolled or within one year of exit			n/a			n/a

Step 7: Save file locally and populate all remaining tabs as instructed in the application and detailed further in section 3 of this guide.

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Instructions for Applicants NOT Previously Funded

- Step 1: Access the Adult Education Excel grant application workbook [here](#). Access the Corrections Education Excel grant application workbook [here](#). Download the workbook and save it locally.
- Step 2: Click on the workbook tab, "Demon. Effect. Not Prev. Funded"
- Step 3: Enter the name of the agency/organization name at the top of the worksheet and use the drop-down menu to identify the application type (AGE section 231 only, IELCE section 243 only, or combination application for AGE and IELCE funding). For Corrections Education, use the drop-down menu to populate agency name and the application type (Corrections Education section 225)

Adult Education Demonstrated Effectiveness Report - Not Previously Funded WIOA Recipients				
Provider Name				
Application Type	Use dropdown menu to select type			

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Step 4: Carefully read the directions to the right of the tables.

Step 5: Populate the Education Content Domain Outcomes table, the secondary credential outcome table, and the transition outcome table with applicable aggregate data. Below is a screen shot of how the tables appear in the workbook.

Education Content Domain Outcomes						
Educational Content Domain	2018-2019			2019-2020		
	Number of Eligible Individuals* Receiving Instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain	Number of Eligible Individuals* Receiving Instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain
Reading			n/a			n/a
Writing			n/a			n/a
Mathematics			n/a			n/a
English Language Acquisition			n/a			n/a
Civics/Citizenship Education			n/a			n/a
Workforce Preparation/Employability Skills			n/a			n/a
TOTAL	0	0	n/a	0	0	n/a

Secondary Credential Outcomes	2018-2019			2019-2020		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who a Diploma	Percentage of Eligible Individuals* who earned a Diploma	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who a Diploma	Percentage of Eligible Individuals* who earned a Diploma
Secondary School Diploma or its Recognized Equivalent			n/a			n/a

Transition Outcomes	2018-2019			2019-2020		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome
Transitioned to Employment			n/a			n/a
Transitioned to Postsecondary Education or Training			n/a			n/a

Step 6: Save file locally and populate all remaining tabs as instructed in the application and detailed further in section 3 of this guide.

Section 3: Overview of the Narrative Requirements and the Supplemental Adult Education/Corrections Education Excel Workbooks

The purpose of this section is to provide an overview of the narrative components of both the Consolidated Adult General Education application and the Corrections Education application as well as a step-by-step guide to the supplemental excel workbooks for both grant programs.

Grant Application Overview

The charts below detail the sections, number of questions, required uploads and WIOA considerations for each grant application section and are intended to assist the applicant to guide and organize the applications. The charts may be copied and saved locally to serve as a checklist or other local planning tool for ensuring completion of all application components.

Adult General Education Grant Application (WIOA Section 231) and Integrated English Literacy and Civics Grant Application (WIOA Section 243)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Pre-Application Screening Requirements			a. Adult Education Demonstrated Effectiveness Report (excel workbook)	
Abstract	1	N/A	b. Limit 3 pages	
Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes		25 Maximum		1, 2, 4, 10, 13

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Adult General Education Grant Application (WIOA Section 231) and Integrated English Literacy and Civics Grant Application (WIOA Section 243)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Part A	2	N/A		
Part B	3	5		1, 13
Part C	2	10	<ul style="list-style-type: none"> Sub-Recipient Form (excel workbook) 	10
Part D	2	10	<ul style="list-style-type: none"> LWDB Plan Executive Summary (RFP attachment) MOU 	4, 10
Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees		25 Maximum		2, 8
Part E	4	15	<ul style="list-style-type: none"> IET Offering Summary (excel workbook) IET Program of Study Template (RFP attachment) 	8
Part F	3	10		8
Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community		25 Maximum		5, 6, 7, 9, 10, 11, 13

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Adult General Education Grant Application (WIOA Section 231) and Integrated English Literacy and Civics Grant Application (WIOA Section 243)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Part G	6	15	<ul style="list-style-type: none"> Program Offerings Summary Form (excel workbook) 	2, 5, 6, 11
Part H	3	5		2, 7
Part I	4	5	<ul style="list-style-type: none"> Personnel Chart (excel workbook) 	9
Part J	2	N/A		
Priority 4: Incent, measure, and support enhanced program effectiveness		25 Maximum		3, 12
Part K	4	10	<ul style="list-style-type: none"> Demonstrated Effectiveness Chart (excel workbook) Enrollment and performance chart (excel workbook) 	3
Part L	4	15		12
Part M: Budget Narrative	3	15	<ul style="list-style-type: none"> DOE101S for Section 231 and/or Section 243 (excel workbook) Support for the Strategic Plan GEPA – For Federal Programs Dissemination Plan 	

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Corrections Education Grant Application (WIOA Section 225)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Pre-Application Screening Requirements			c. Adult Education Demonstrated Effectiveness Report (excel workbook)	
Abstract	1	N/A	d. Limit 3 pages	
Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes		25 Maximum		1, 2, 4, 10, 13
Part A	2	N/A		
Part B	3	5		1, 13
Part C	2	10	<ul style="list-style-type: none"> • Sub-Recipient Form (excel workbook) 	10
Part D	2	10	<ul style="list-style-type: none"> • LWDB Plan Executive Summary (RFP attachment) • MOU 	4, 10
Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees		25 Maximum		2, 8
Part E	4	15	<ul style="list-style-type: none"> • IET Offering Summary (excel workbook) • IET Program of Study Template (RFP attachment) 	8
Part F	3	10		8

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Corrections Education Grant Application (WIOA Section 225)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community		25 Maximum		5, 6, 7, 9, 10, 11, 13
Part G	6	15	<ul style="list-style-type: none"> Program Offerings Summary Form (excel workbook) 	2, 5, 6, 11
Part H	3	5		2, 7
Part I	4	5	<ul style="list-style-type: none"> Personnel Chart (excel workbook) 	9
Part J	2	N/A		
Priority 4: Incent, measure, and support enhanced program effectiveness		25 Maximum		3, 12
Part K	4	10	<ul style="list-style-type: none"> Demonstrated Effectiveness Chart (excel workbook) Enrollment and performance chart (excel workbook) 	3
Part L	4	15		12

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Corrections Education Grant Application (WIOA Section 225)				
Section	Number of Questions	Number of Points	Required Uploads	WIOA Consideration(s)
Part M: Budget Narrative	3	15	<ul style="list-style-type: none">• DOE101S for Section 231 and/or Section 243 (excel workbook)• Support for the Strategic Plan• GEPA – For Federal Programs• Dissemination Plan	

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Program Narrative Component Quick Guide

Abstract

The purpose of the abstract is to provide a high-level summary of the applicant's proposed two-year project plan. While limited to three pages, the response should be compelling and articulate to the review team how the proposed program will design adult education instructional services that will:

- align to Florida's priority to hold learners at the center,
- deliver outcomes that promote full participation in the workforce,
- result in high quality credentials of value, and
- aim to close the equity and achievement gaps.

Quick Tip: Applicants applying for both adult education (section 231) and IELCE (section 243) funds available under the consolidated application must address both unique programs in the abstract.

Priority 1: Promote Regional Partnerships to Ensure Comprehensive Approaches that Result in Improved Learner Outcomes.

The purpose of this section of the narrative is to provide a plan and vision for a comprehensive approach for the delivery of adult education — one that is based on identified instructional service needs, informed by employment needs in the region, aligned with the local workforce development boards (LWDB) and delivered through a collaborative network of partners. The response will demonstrate how strategic, formal partnerships (current and proposed) will enhance the program and contribute to better outcomes for adult learners in the region.

Part A – Planning for a Regionalized Adult Education Service Delivery Approach to Improve Learner Outcomes (not scored)

The two prompts in Part A function as a visioning exercise to help applicants begin to think about the kinds of resources, partners and supports the applicant would need as the state considers a transition to a regional adult education delivery system beginning in 2023. While regions have not been operationalized, applicants should begin to think through what and who might need to be involved during this transition period.

The responses will assist FDOE in its efforts to provide technical assistance to awarded eligible providers to facilitate the transition to a regionalized service delivery approach. FDOE intends to facilitate regional needs assessment and community asset mapping workshops during the two-year transition period.

Considerations:

- Who are the internal representatives and external partners that need to be engaged on this?
- Is there a unique set of partners that need to be engaged for adult education (section 231)? IELCE (section 243)? Corrections education (section 225)?
- What existing efforts and partnerships would translate well to a regional service delivery approach?
- Have prior local assessments of adult learner need been conducted? If so, what was learned from that experience and what lessons could be applied to a regional needs assessment?
- What is needed to effectively plan a regional service delivery approach from the perspective of the applicant?

Part B – Current Needs Assessment (5 points)

B.1. Instructional Service Need

The purpose of this prompt is to provide a concise summary of the applicant's target population and a compelling demonstration of the need for instructional services to meet that need. Data sources used to evidence need must be cited. Later in the application process, applicants will be asked to indicate the number of students anticipated to be served by the program.

Quick Tips:

- Applicants applying for adult education (section 231) funds available under the consolidated application should describe the current adult population needing adult basic education, adult secondary education and ELA services (if applicable) in the identified area. It is recommended that data and research utilized to substantiate need be no more than five years old.
- Applicants applying for IELCE (section 243) funds available under the consolidated application should describe the current adult ELA population needing IELCE services in the identified area, including professionals with degrees and credentials in their native countries. It is recommended that data and research utilized to substantiate need be no more than five years old.

- Applicants applying for corrections education (section 225) funds available under the separate corrections education application should describe the current adult population being served in correctional settings needing adult basic education, adult secondary education and ELA services (if applicable) in the identified area. It is recommended that data and research utilized to substantiate need be no more than five years old.

Sample Resources:

- a. American Community Survey (U.S. Census Bureau)
- b. Local surveys or studies conducted by university research centers or other research-based organizations

B.2. Regional Employment Need

The purpose of this prompt is to provide a high-level summary analysis of regional employment needs and how those needs are being addressed as part of the applicant's proposal.

Considerations:

- What are the education levels associated with those occupations identified in the LWDB workforce plan?
- Will students need postsecondary education and training in order to be employed? If so, what is the length of time needed to train for those occupations? (less than one year, two years or greater?)
- Is a high school diploma the minimum credential required to enter employment?
- What are the average entry wages associated with these occupations?
- To what extent may an IET service delivery approach meet the regional need as part of the applicant's proposal?
- For IELCE applicants (section 243), what level of English language proficiency/ fluency is needed to access these occupations?
- For corrections education applicants (section 225), are there specific occupations (ie. regulated occupations) that prohibit the employment of adults with prior criminal offenses? Are there occupations that do not have the same prohibitions?

B.3. Plan to Work with Partners to Address Adult Education Needs

The purpose of this prompt is to consider a holistic approach to identifying a broad set of partners to address issues impacting adult education needs.

Considerations:

- Who are the current core WIOA partners associated with the LWDB? What are the current roles and responsibilities?
- Should the roles and responsibilities be expanded further?
- Are there non-core WIOA partners that need to be considered? What defined roles could they play?

Sample Resources:

- [Local workforce development board plans](#)

Part C – Regional Partnerships and Collaborative Networks (10 Points)

C.1. Current Partnerships

The purpose of the prompt is to conduct an environmental scan of current partnerships and collaborative efforts that currently exist that are effectively meeting the needs of adult learners.

Considerations:

- How do current partnerships/collaborations ensure high-quality adult education services to all eligible participants?
- Are current partnerships/collaborations regionally focused? County focused? Provider focused?
- Do partnerships promote concurrent enrollment in other WIOA Title I programs and services?
- Are there partnership deficits?
- What are each partner's formal roles and responsibilities in relation to supporting adult learners? Are roles and partner contributions delineated in a memorandum of understanding (MOUs)? What is the frequency for reviewing, revising and renewing MOUs?
- Do partnerships include other educational institutions, WIOA core partners, community non-profit service organizations, and employers that support career pathway programming?

- How do current partnerships/collaborations address the state priorities, the outcomes expected, and the longer-term impacts the program intends to influence?
- For IELCE applicants (section 243) do current partnerships/collaborations ensure high-quality services to all eligible IELCE participants in the area, including those with barriers to employment?
- For corrections education applicants (section 225) do existing partnerships/collaborations feature transition to post-release services with the goal of reducing recidivism? What future enhancements could be made to contribute to the reduction of recidivism?

C.2. Partnerships in a Regional Delivery Model

Now that the applicant has conducted a thorough accounting of current partnerships and collaborative efforts in C.1, this next prompt compels the applicant to think about how current and planned partnerships could be leveraged in a regional approach. Applicant responses should evidence a cross sector comprehensive approach to meeting the needs of adult learners in a region.

Considerations:

- How can current or expanded partnerships coordinate regional efforts to refer and recruit the current adult population requiring adult education instructional services individuals; particularly those most in need of literacy services, including individuals who are low-income or have minimal literacy skills?
- Are referral processes ensuring students successfully navigate between partners accounted for? What is envisioned for a seamless referral process?
- How can comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement be enhanced through a regional partnership?
- How will existing and new partners collaborate on the development and implementation of IET and other work-based learning opportunities in this two-year plan?
- How can a braided funding approach be leveraged through a regional partnership for greater impact to align resources to support services and regional employment needs?

C.3. Required Upload

This prompt instructs applicants to complete the **Sub-Recipient Form** (if applicable) in the Adult Education or Corrections Education Excel grant application workbook. For technical instructions about the workbook please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step by step instructions are provided.

Part D – Partnership with Local Workforce Development Board (10 Points)

D.1. LWDB Alignment

This prompt focuses exclusively on the partnership between the applicant and its LWDB. The response will provide a comprehensive summary of formal and informal arrangements between the two.

Required Upload

Applicants are required to complete the Sub-Recipient Form in the Adult Education Excel grant application workbook or the Corrections Education excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step-by-step instructions are provided.

Considerations:

- How will the services align and contribute to the local One-Stop Center to meet the goals identified in the LWDB plan? For IELCE applicants (section 243) and corrections education (section 225) describe the specific services for adult learners served under these programs.
- What formal or informal agreements (MOUs, MOAs, contracts) will be part of the two-year plan between the applicant and the LWDB and/or local core WIOA partners that coordinate and align services benefiting adult learners in WIOA, Title II (AEFLA) programs, particularly adult learners with disabilities?

Sample Resources:

[Local workforce development board plans](#)

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D.2. Required Upload

This prompt instructs applicants to complete and submit the following documents as attachments to the grant application:

- Local Workforce Development Board Plan Executive Summary- This document is in the attachments section of the RFP.
- Submit a copy of the agency's executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement.

Quick Tips:

- The Local Workforce Development Board Plan Executive Summary (located in the attachments section of the RFP) only needs to be completed once, regardless of which AEFLA funds are being applied for, and serves as an executive summary of alignment of the applicant's adult education program offerings and the LWDB.

Priority 2: Expand the State's Talent Pipeline through Attainment of Credentials of Value and Acquisition of Postsecondary Certifications, Industry-Recognized Credentials and Degrees.

Building upon the plan and vision for a comprehensive approach for the delivery of adult education in Priority 1, the purpose of Priority 2's section of the narrative is to provide a detailed plan for the IET service delivery approach — one that that will be available for adult learners being served through this grant project and culminate in a credential of value. The response will demonstrate that the grant project will offer one or more strategically planned IET service approaches that align with in-demand occupations in the local region; integrates adult education, workforce preparation activities and workforce training and leverages community partnerships.

The prompts in Part E and Part F function as a planning tool to help applicants begin to recruit, screen and orient adult learners to be successful in an IET service approach. This section will serve as the applicant's plan for the anticipated development of partnerships, career pathway strategies, and relevant work-based learning opportunities available through IET and the credentials of value which may be available through the IET service approach.

The responses to E.1 through F.3 will assist FDOE in its efforts to provide technical assistance to awarded eligible providers to facilitate the development and implementation of IET. FDOE intends to facilitate IET workshops during the two-year transition period.

Part E – Integrated Education and Training Programs of Study (15 Points)

E.4. Required Upload

In addition to Priority 2 narrative responses, this prompt has the following 2 additional requirements:

- Complete the IET Offering Summary form in the Adult Education Excel grant application workbook or the Corrections Education Excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step by step instructions are provided.
- Complete the Integrated Education and Training Program of Study Template. The template is in the attachments section of the RFP and must be submitted with the application.

Considerations:

- Who are the identified adult learners (adult education (section 231), IELCE (section 243), and/or corrections education (section 225) that need to be engaged in IET?
- Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities?
- Will IET be available to adult learners at all functioning levels or be limited to certain functioning levels?
- How will the IET program be promoted to recruit and engage participants?
- Is there a unique set of partners that need to be involved for adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225)? Are IET partners the same or different from those identified under Priority 1?
- Have single sets of learning objectives for the planned IET service approach been developed to ensure all components of the IET function cooperatively? What percentage of time is devoted to core the IET components (adult education, workforce preparation, workforce training)?

- What structures are being put in place to ensure that the IET starts and ends at the same time (occur simultaneously)?
- What is needed to effectively plan and implement an IET service delivery approach from the perspective of the applicant?

Part F – Data Driven Credentials of Value through IET (10 Points)

The purpose of prompts **F.1-F.3** aim to understand how local and regional labor market data are informing the design, development, and implementation of training programs with credentials of value.

Considerations:

- What is the labor market requiring and what credentials are needed and forecast to be in need?

Priority 3: Ensure All Learners Receive High Quality Instruction that Prioritizes Measurable Labor Market Needs and Outcomes While Working to Eliminate Equity and Achievement Gaps in the Community.

The purpose of this narrative section is to build upon the plan for carrying Priorities 1 and 2 and demonstrate how quality instruction will be delivered to all adult learners seeking services under adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225) and the systemic approach for doing so.

Part G – Quality Program Offerings (15 Points)

G.1. Comprehensive Enrollment System

This prompt focuses on the applicant's system for program enrollment, instructional schedules and modalities, and other support functions to ensure quality learning and outcomes.

Considerations:

- What are the existing enrollment policies? (open-entry/open-exit enrollment, managed enrollment) What barriers exist and how might those evolve based on the needs of adult learners?

- What kinds of instructional modalities are offered (online, blended learning, laboratory, and traditional classroom setting)? How do the various modalities ensure rigorous instruction?
- What policies exist for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains? Do policies need to be reviewed for revision?
- Does the current course schedule provide flexibility to meet the busy demands of adult learners? If so, how does a flexible schedule allow for adult learners to attend and complete the program?
- Does the program assist with critical wrap-around services (childcare, transportation, wellbeing services, and career planning) to assist its population of adult learners? What does that process look like—does it need to be streamlined and more efficient? How do adult learners access these supports?

G.2. Schedule for Instruction

The purpose of this prompt is to demonstrate that the instructional schedule is aligned with the program's assessment post-testing procedures to ensure learning gains and outcomes.

Considerations:

- Using an average ABE student as an example, if the student regularly attended the agency's scheduled instructional classes, how many opportunities within a term would that student have a chance to post-test?
- How often is the assessment or testing center available to students for post-testing? How does the adult education program facilitate scheduling students for post-testing?

G.3. Required Upload

This prompt requires the completion of the **Program Offerings Summary Form** in the Adult Education Excel grant application workbook or the Corrections Education Excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step-by-step instructions are provided.

G.4. Services for Student with Disabilities

This prompt places specific focus on the policies and services that will be made available to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102) and how these policies and services are part of a systemic approach to deliver quality instruction.

Considerations:

- What policies currently exist? Do enhancements to existing policy need to be made?
- How are supports and services currently provided, promoted and made available to adult learners?
- Who assists the program and provides the supports needed for students and staff with disabilities?
- How are the supports and services funded?
- How can you improve access to your programs for students with disabilities?
- What other services exist for those with special learning needs, low levels of literacy skills, learning disabilities and other special needs? How are those support services promoted and made available?
- What promotional strategies will you use to encourage adults with disabilities to participate in the program?

G.5. Informed Instructional Approaches

This prompt places emphasis on the use of rigorous research and evidence-based instructional approaches for ABE and ELA to assist students with achieving substantial learning gains. Responses will address the methods that will be utilized to ensure that program design is of sufficient intensity and quality.

Considerations:

- What are the current research sources and evidence-based practices currently used in program design and implementation? What is the frequency for reviewing those sources and practices? How are they evaluated locally?
- How do you integrate evidence-based, student-centered instructional practices?
- How do formative assessments guide instruction and lesson plans?
- What are your goals for embedding research and evidence-based instructional approaches into your programs?
- How will research and evidence-based instruction influence students' educational goals?

- What approaches are you incorporating?
- Are you providing professional development on research and evidence-based instructional approaches?
- What type of professional development are you providing?
- Is distance learning one type of instructional approach you are planning to develop based on research?
- How will teachers of ELLs work together in learning communities to increase their knowledge of and skills with student-centered instructional practices that are evidence-based?

G.6. Student Support and Transition

This prompt requires applicants to consider the student support and transition services that will contribute to a system of quality instructional programming.

Considerations:

- How are students' educational needs assessed currently? Does current assessment policy include a process for support service referrals and accommodations?
- How are student advisement services to facilitate transition to postsecondary education/training and employment currently delivered? What enhancements need to be made?
- How are services currently evaluated for effectiveness? How often are partners consulted on the evaluation of services and processes?
- For corrections education (section 225) considerations include:
 - » How will the program support transition to re-entry initiatives and other post-release services for adult learners?
 - » How does the program intend to coordinate with re-entry services in the region or on a statewide basis to support individuals' transition and reduce recidivism?
 - » How does the program plan to assist in the development of post-release educational program participation plan and applying for participation in post-release programs?
 - » Is direct outreach to community-based program providers on behalf of re-entering individuals being employed as a transition service?

Part H – Technology and Online Learning (5 Points)

H.1. Role of Technology in Quality Instruction Delivery

This prompt seeks to understand the role technology and online learning will play as part of a systemic approach to deliver quality instruction.

Considerations:

- How is technology used to motivate students to be engaged in adult education curriculum?
- Do students have access to technology?
- Do students have access to online learning? What are some potential barriers and what assistance will be provided to help students overcome these barriers?
- How will technology improve academic performance?
- Why will online learning improve student education gains?
- What are advantages of online learning in your program?
- How does technology increase student engagement and motivation?
- How does technology and/or online learning accelerate learning?

H.2. Improved Student Performance through Technology

This purpose of this prompt is to understand how technology and online learning may lead to improved student performance.

Considerations:

- Have improved student performance been observed when technology enhancements and/or online learning opportunities been added to the program?
- Does the online delivery platform utilized provide student level reports on subject mastery? What level of detail is provided to instructors to provide insight into standards attainment or mastery?
- How does the agency utilize the data provided by the online delivery platform to analyze agency and classroom learning progress?

H.3. Monitoring Student Performance

The purpose of this prompt is to consider how student engagement is monitored within the context of the various modalities offered (distance learning vs. traditional classroom-based). Responses will describe the kinds of information and data that will be analyzed by programs.

Considerations:

- How is student engagement monitored?
- How is student persistence tracked?
- Are blended learning opportunities provided? How is blended learning operationalized?

Part I – Instructional Personnel and Professional Development (5 Points)

Prompts **I.1** and **I.2** aim to understand how instructional staff members will be prepared and supported through a coherent sequence of activities to offer instruction that is part of a systemic approach to deliver quality instruction.

Considerations:

- What type of professional development would benefit your staff and your programs?
- Are your staff knowledgeable about assessment and accurately reporting levels to administration?
- How often do you engage staff in professional development?
- Do you use models and modelling of effective practice?
- Does your professional development provide coaching and expert support?
- High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate new instructional strategies to teachers' students and classrooms. Is your plan for professional development including opportunities for collaboration?
- How many teacher professional development initiatives support changes in teacher practices and student learning?
- What are features of effective professional development?
- How do you foster successful evidence-based instructional strategies to support teacher professional development?
- Are the current research and evidence-based instructional strategies sustainable? How are strategies evaluated?
- Does your professional development plan focus on teaching strategies associated with specific curriculum content to support teacher learning within their classroom contexts?

I.3. Teaching Qualifications

The purpose of this prompt is to understand the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the two-year plan.

Considerations:

- How would you describe the qualifications of your staff?
- What is your rationale for your staffing structure?
- How do you ensure your staff meet the essential duties to deliver program activities?

I.4. Required Upload

This prompt requires the completion of the **Personnel Chart** in the Adult Education Excel grant application workbook excel workbook or the Corrections Education Excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step-by-step instructions are provided.

Part J – Activity: Family Literacy (Two-Generation) Models (Not scored, if offered)

Prompt J.1 and J.2 aim to understand how the two-year plan may incorporate family literacy also known as two-generation models into its systemic approach to deliver quality instruction.

Considerations:

- Is there a need to include this approach? What data sources substantiate need?
- Would inclusion of a two-generation model align to a broader set of regional partners described in Priority 1?
- How would the services be designed and delivered? What curriculum/material might be used to provide instruction to this population?

Priority 4: Incent, Measure, and Support Enhanced Program Effectiveness

The purpose of the Priority 4 narrative section is to think through a comprehensive approach to collect, monitor and utilize student data to drive program improvement and meet or exceed the state performance targets.

Part K – Performance Outcomes (10 Points)

K.1. Evaluation and Reporting

This prompt focuses on the plan for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

Considerations:

- Although post-exit outcomes such as employment or postsecondary placement are not in the direct control of agencies, WIOA and AEFLA participants are still held accountable to ensure students transition from adult education into the next pathway. What strategies will the agency employ to actively prepare and engage students in transitioning to postsecondary education or to secure employment?
- What relationships with postsecondary education providers are in place to support the transition to postsecondary education opportunities? Describe the level of career counseling students receive during participation in the adult education program.
- How is the agency using student information obtained during intake and enrollment, such as employment status responses on the sample student intake form, to inform administrative and instructional staff in advising students?

K.2. Addressing Needs for Low Functioning Individuals

Based on the needs assessment of adult learners, this prompt seeks to understand how the plan will adequately achieve the need for services of enrollees functioning at lower levels (such as ABE levels 1, 2, and 3 and ESL levels 1, 2, 3).

Considerations:

- What recruitment methods will be used that will have a high likelihood of reaching this population?
- What supports and services will be made available to ensure this hard to serve population persists and make learning gains?

K.3. Past Effectiveness

This purpose of this prompt is to further prove the record of accomplishment of successfully serving adult learners (adult education (section 231), IELCE (section 243), corrections education (section 225), particularly those with low-literacy levels and disabilities. Responses will provide a better understanding of the program's experience providing impactful adult education.

K.4. Required Uploads

Building upon the response in K.3, the following is required to be completed:

- Demonstrated Effectiveness Table in the Adult Education Excel grant application workbook and the Corrections Education Excel grant application workbook. This chart will be used to document an eligible provider's past performance data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics and ELA.

Please note:

This table is used to document both demonstrated effectiveness (a pre-screening tool) and past effectiveness. please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step by step instructions are provided.

- Enrollment and Performance Chart in the Adult Education Excel grant application workbook or the Corrections Education Excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step by step instructions are provided.

Part L – Comprehensive Performance Monitoring (15 Points)

L.1. Management Information Systems (MIS)

This prompt focuses on the technical infrastructure and practices for monitoring student performance.

Considerations:

- How are student outcomes monitored?
- How often is student and program data reviewed by teachers and staff to better target educational services and to ensure program effectiveness?
- What processes are in place to maintain data integrity? (data collection, security and data privacy)

L.2. Personnel and Data

This prompt seeks to understand how instructional staff engages in the collection, entry, attestation, correction of errors and resolution of issues in the data management system.

Considerations:

- What is the data collection process for new and returning students? Is data collected by direct entry from students, such as online applications and registration forms, and where data is manually collected and entered by agency staff?
- What are the policies and procedures when administration or staff identify data errors? What tools or reports are used to assure the accuracy of data collected and submitted to the FDOE?
- How adaptable is the data system to new updates to FDOE reporting procedures? Are processes and procedures in place to monitor changes in reporting requirements and data element updates from the FDOE?
- What limitations currently exist?

L.3. Use of Data

Building upon prompt H.3, this prompt seeks to understand the various uses of data to monitor student performance.

Considerations:

- Is the agency's MIS system capable of producing agency-developed reports to analyze the program's outcomes, performance, and aid in identifying areas that need improvement? If not, how does the agency produce timely data-driven strategies for program improvement?
- What is the agency's process for data-informed program management and program improvement? How frequently is agency performance reviewed and are staff from program administration and instructional asked to participate?
- What locally developed reports are made available to instructional staff to monitor student progress, including instructional hour attainment, student readiness for post-testing, and individual student performance? How frequently are these reports updated and made available?

L.4. NRS Compliance

This prompt aims to provide guidance for an understanding of reporting requirements and compliance with the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

Considerations:

- How are the data elements identified in the student sample intake form aligned with the agency's local data system?
- How are reporting deadlines integrated into the agency's calendar to ensure complete and accurate data is reported before the reporting period closes?
- How NRS performance reports are utilized to determine strategies for effectively impacting student performance across demographic and other identified subpopulations?

Resources:

Appendix B -AEFLA Performance Accountability System and Reporting

Part M – Budget Information and Narrative (15 Points)

Prompt M.1 and M.2 aim to understand how the planned expenditures align to the applicant's two-year plan to carry out the state priorities and will be used to supplement adult education services.

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M.3. Required Upload

This prompt requires the completion of the **Budget Narrative- DOE 101S** in the Adult Education Excel grant application workbook excel workbook or the Corrections Education Excel grant application workbook. For technical instructions about the workbooks, please refer to the Supplemental Adult Education/Corrections Education Excel Workbook section of this guide where step-by-step instructions are provided.

Section 4: Supplemental Adult Education/ Corrections Education Excel Workbooks

The purpose of this section is to introduce the supplemental excel workbook which must accompany the grant application(s). The following is a listing of the individual tabs found in both the Consolidated Adult education and IELCE grant application and the Corrections Education grant application:

Workbook Tabs Titles	Narrative Prompt/ Application Reference Point
<ul style="list-style-type: none"> • Demonstrated Effectiveness – Currently Funded tab (1) and Not Previously Funded (2) 	Section 2
<ul style="list-style-type: none"> • Enrollment Performance Summary 	K.4 (a)
<ul style="list-style-type: none"> • Program Offerings Summary 	K.4(b)
<ul style="list-style-type: none"> • IET Offering Summary 	G.3
<ul style="list-style-type: none"> • Adult Education Personnel Chart 	E.4
<ul style="list-style-type: none"> • Sub-Recipients and Contractual Agreements, including Local Workforce Board Agreements Summary 	I.4
<ul style="list-style-type: none"> • DOE 101s for AGE (section 231); DOE 101s for IELCE (section 243) • DOE 101s for Corrections Education (section 225) 	C.3 (if applicable) D.1(c)
<ul style="list-style-type: none"> • Budget Narrative Form (101s) Instructions 	Refer to Part M
<ul style="list-style-type: none"> • EXAMPLE Budget Narrative Form (101s) 	Refer to Part M
<ul style="list-style-type: none"> • Projected Equipment Purchases Forms (separate tabs for AGE (section 231), IELCE (section 243), and Corrections Education (section 225) 	Refer to Part M
<ul style="list-style-type: none"> • County Allocations for AGE (section 231), IELCE (section 243), and Corrections Education (section 225) 	

Access the Adult Education Excel grant application workbook and the Corrections Education Excel grant application and download the workbook, and save it locally.

Key Individual Workbook Tab Summary and Instructions

Demonstrated Effectiveness Tabs (Section 2; K.4 (a))

There are two Demonstrated Effectiveness tables located in the Adult Education Excel grant application workbook and the Corrections Education Excel grant application workbook, applicants must complete the appropriate tables: Applicants Previously Funded Table or Applicants NOT Previously Funded Table. See page 9 for detailed instructions.

Enrollment and Performance Summary Tab (K.4)

This chart will document the anticipated enrollment and performance of enrollees during the two-year plan period. Enrollment reported on this table must be limited to the geographic area (County) in which enrollment occurred or will occur. Agencies who have multiple counties in their service delivery area may ONLY report enrollments for the county served (see County Served dropdown entry in Enrollment and Performance Summary table).

Instructions for Agencies Previously Funded

Agencies funded in the 2017-18 to 2020-21 grant cycle are required to complete columns A, B, C, D, E and F in the Enrollment and Performance Summary table. Columns G will be auto-populated based upon the entries in columns E. Agencies are to report the actual headcount of NRS participants during the identified NRS reporting year unduplicated to the lowest educational functioning level (EFL) in the county. ESL levels are considered lower than ABE levels and therefore take precedence over ABE levels. For example, a student enrolled in both ABE and ESL would be reported at their lowest ESL EFL. For previously funded providers, use the local-level NRS reports for the identified NRS reporting year as the primary source to populate the table. Specifically, use the Total (Column P) for the EFL identified. NRS reports for the 2020-21 reporting year will not be available from the Department by the deadline required for submission. Agencies must use their local MIS systems to estimate the count of NRS participants by EFL for the 2020-21 year using the specified criteria below.

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A student must meet the following requirements to be counted as an NRS Participant. The student must be:

1. Enrolled between July 1 and June 30 of the academic year (for the 2020-21 reporting year, enrollment must be between July 1, 2020 and June 30, 2021).
2. 16 years of age or older (age is determined by subtracting the initial date of enrollment from the birth date).
3. Enrolled in an eligible NRS program (ESL, ELCATE, ABE, GED, or Adult High School, but not including co-enrollment).
4. Enrolled in a minimum of 12 instructional hours (in practice, 10 reported hours as agencies are credited 2 hours for assessment and intake).
5. Reported with a valid gender (male or female) and identify at least one ethnicity and/or race.
6. Reported with a valid FLEID.

Instructions for Agencies Not Previously Funded

Agencies not funded in the previous grant cycle will leave columns A, B, C, and D blank and will enter projected enrollment for 2021-2022 and 2022-2023 in columns E and F. This projection must be based upon the number of adults in the eligible population expected to be served in eligible programs. Column G will auto-populated based upon formulas.

Enrollment and Performance Summary

Only provide enrollment for county served.

PROVIDER INFORMATION

County Served		Use dropdown menu to select county
Provider Name		
Application Type		Use dropdown menu to select type

Measurable Skills Gains (MSG) Target (21-22)

ABE	25%
ESL	27%

		Educational Functioning Level (EFL)	[A] [B] [C] ONLY Previously Funded Applicants ACTUAL ENROLLMENT			[D] 3-Year Avg	[E] [F] All Applicants PROJECTED ENROLLMENT		[G] PROJECTED MINIMUM (auto-populated)
			2018-19	2019-20	2020-21		2021-22 Enrollment Target	2022-23 Enrollment Target	
1	Beginning Literacy (0-3)	ABE Level 1					0	0	0
2	Beginning Basic Ed (4-5)	ABE Level 2					0	0	0
3	Intermediate Low (6-7)	ABE Level 3					0	0	0
4	Intermediate High (8-9)	ABE Level 4					0	0	0
5	ABE Low (10-11)	ABE Level 5					0	0	0
6	ABE High (12-13)	ABE Level 6					0	0	0
7	ABE Enrollment Total		0	0	0	0	0	0	0
8	Beginning Literacy (0-3)	ESL Level 1					0	0	0
9	Beginning Low (4)	ESL Level 2					0	0	0
10	Beginning High (5)	ESL Level 3					0	0	0
11	Intermediate Low (6)	ESL Level 4					0	0	0
12	Intermediate High (7)	ESL Level 5					0	0	0
13	Advanced (8-9)	ESL Level 6					0	0	0
14	ESL Enrollment Total		0	0	0	0	0	0	0
15	OVERALL TOTAL		0	0	0	0	0	0	0

Instructions:

Columns A-C: ONLY previously AEFLA funded applicants, enter ACT data for the years listed.
Column D: This column will auto-populate the 3 year actual enrollment average.
Column E-F: ALL applicants, enter projected enrollment target for years listed.
Column G: This column will auto-populate based on column E and the MSG Target.

Program Offering Summary Tab (G.3.)

Complete the Program Offerings Summary Form in the Adult Education Excel grant application workbook. This form will summarize all planned program offerings in the 2021-2022 year and be used to demonstrate the size and scope of the adult education instructional services that will be available during the two-year plan.

- Step 1: Enter the provider information. From the drop-down menu, enter the “county” served, enter the name of the agency/organization name at the top of the worksheet and use the drop-down menu to identify the application type (AGE section 231 only, IELCE section 243 only, or combination application for AGE and IELCE funding). For Corrections Education, use the drop-down menu to populate agency name and the application type (Corrections Education section 225).
- Step 2: Starting with Column A, use the drop-down menu to populate with all adult education programs (ABE, Adult ESOL, High School Equivalency (GED Prep), Adult High School) that will be available during the two-year plan.
- Step 3: For each program identified in column A, populate columns B, C, D, E, F, G and H with applicable information related to the program.

[illegible]

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Integrated Education and Training (IET) Offering Summary Tab (E.4)

Complete the IET Offering Summary Form in the Adult Education Excel grant application workbook. This form will summarize all planned program IET offerings in the 2021-2022 year and demonstrate the size and scope of the IET program(s) available during the two-year plan. IET program models in the [Florida's Integrated Education and Training \(IET\) Guide](#) can provide additional guidance.

Step 1: Identify the County Served, Provider Name, and Application Type.

Step 2: Identify in the IET Program Title (the name of the program). List all IET Program Titles under column A.

Step 3: Specify the Instructional Site Name to correspond with each IET Program Title.

Step 4: Identify the Occupational or Cluster focus for column C for each IET Program Title.

Step 5: Identify the EFL levels served by the IET. There may be more than one EFL level participating in the program.

Step 6: Column E requires a Yes or No answer based on adult education programs described in section 231.

Step 7: Column F requires a Yes or No answer. All IELCE, section 243 funds, must be associated with an IELCE program.

Integrated Education and Training (IET) Offering Summary					
PROVIDER INFORMATION					
County Served			Use dropdown menu to select county		
Provider Name					
Application Type			Use dropdown menu to select type		
Only program offerings offered in the county listed above may be listed in this table.					
[A]	[B]	[C]	[D]	[E]	[F]
Program Title	Instructional Site Name	Occupational/Cluster Focus	EFL Levels to be served	IET is affiliated with the Adult Education program (section 231) (Yes/No)	IET is affiliated with IELCE program (section 243) (Yes/No)

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Adult Education Personnel Chart Tab (I4)

Please complete the Personnel Chart in the Adult Education Excel grant application workbook excel workbook or the Corrections Education Excel grant application workbook to document the instructional personnel available during the two-year plan.

ADULT EDUCATION PERSONNEL CHART

PROVIDER INFORMATION			
County Served			Use dropdown menu to select county
Provider Name			
Please provide staffing data for the county served.			
	Part-Time (Less than 30 hrs. per week)	Full Time (30 hrs. or more per week)	Total
Category of Personnel	# of Personnel	# of Personnel	
Administrators			0
Instructors			0
Trainers			0
Professionals			0
Volunteers			0
Total Personnel	0	0	0
Experience of Personnel			
Less than 1 Year Experience			0
Years of Experience			0
More than 3 Years of Experience			0
Total Counts	0	0	0
Certification of Personnel			
Certification			
Adult Education Certification			
2 Certification			
Special Education Certification			
OL Certification			

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Grant applications with Sub-Recipient and Contractual Agreements must be accompanied by a formal, properly executed (agency head or designee's signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Use this form to list the current LWDB/One-Stop(s), other partners who function as a sub-recipient or anticipated sub-recipient role as part of this two-year plan.

[illegible]

Budget Narrative Form -DOE 101 S (Part M)

Instructions for filling out the DOE 101S can be found in the adjacent tab in the workbook. A sample budget form is also found in an adjacent tab in the workbook.

Projected Equipment Purchases Forms

Instructions for filling out the projected equipment purchase form are embedded at the bottom of the form in the workbook.

Appendix A

Integrated Education and Training (IET) Guidance

What is IET?

For purpose of this guidance, IET is defined as adult education and literacy activities, workforce preparation activities and workforce training each of sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals, occurs simultaneously and uses occupationally relevant instructional materials. The IET service approach is organized to function cooperatively with a single set of learning outcomes. ([34 CFR §463.37](#)). A sample template for identifying a single set of learning objectives is in the resources section of the guide.

IET represents a wide spectrum of services to build foundational, employability and occupational skills. The IET approach may be offered by an institution of higher education; another type of organization, such as a nonprofit education and training provider; or two or more organizations working in partnership, so long as the program equips individuals to attain basic skills and training in a specific occupation or industry.

An IET program blends a range of education and training services to build learners' foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualize basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family sustaining wages.

The phrase "for purposes of educational and career advancement," identified in 34 CFR §463.35, means the adult education component of the program is aligned with the state's content standards for adult education as described in Florida's WIOA Unified Plan and is an integral part of a career pathway. Section VIII, the Adult Education section of the state plan, is available for further information on career pathways. Career pathways are an integrated service delivery model across education and workforce development that allow local programs an opportunity to design solutions leveraging the strengths of workforce development and education across the spectrum. IET is the instructional strategy for career pathways with IET elements of concurrent activity and contextualization as acceleration strategies.

Why should local programs establish IET programs?

Strong evidence indicates facilitating student transitions into further levels of learning pays off. IET models are one of the most effective innovations to date, as they ensure adult learners have access to credentials of value. Through IET programs, adults seek goal-oriented, relevant, practical knowledge. Students with family and work responsibilities can offset the opportunity costs of education when IET truly leads to educational and economic mobility. More broadly, local programs can increase postsecondary, career and credential attainment, particularly among workers with low basic skills and low incomes. IETs, by design, will facilitate a provider strategy leading to increased partnerships, better student transitions and meeting the demands of today's student for relevant employment related learning.

What are the required Components of IET?

Three required components of an IET program funded under Title II:

- Adult education and literacy activities
- Workforce preparation activities
- Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D).

Within the overall scope of a particular IET program, the adult education and literacy activities, workforce preparation activities and workforce training shall meet the following criteria:

- Are each of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
- Occur simultaneously;
- Use of occupationally relevant instructional materials;
- Integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities are organized to function cooperatively; and
- The IET program is part of a career pathway.

Integrated Education and Training (IET) Program Models

In an IET program, students are engaged in learning in context through IET so that an individual acquires the skills needed to transition to and complete postsecondary education, career training programs, and also to obtain and advance in employment leading to economic self-sufficiency.

Florida Integrated Education and Training (IET) Working Models

Fully Integrated Instruction/Co-Teaching Model

Student is enrolled in an adult education course that delivers the adult education basic skills through contextualized instruction and learning activities aligned with a specific occupation(s) or postsecondary career technical education program. The fully integrated instruction pairs an occupational instructor with an adult education basic skills instructor within the classroom to provide a cohesive presentation of both the basic skills and occupational content. In addition to classroom instruction, students must be provided with a range of educational supports that enhance the likelihood of success such as counseling, advising, financial aid, case management and other types of classroom supports. Instruction must be based on a single set of learning objectives and occur simultaneously.

Key components:

- Adult basic education instructor to provide supplemental basic skills instruction within the workforce skills content
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Instructors align content through joint planning and/or co-teaching
- One teacher must be certified in the specific occupational program area

Partially Integrated Instruction Model

Student is enrolled in an adult education course and occupational skills training (i.e., career certificate program). In this model, an adult education teacher and other qualified individual providing specific skills training occurs at different times. This model allows for greater flexibility in scheduling between occupational skills training and adult education instructors. Students are given the opportunity to learn basic skills that are applicable, contextualized and aligned to the specific occupational program area. Instruction must be based on a single set of learning objectives and occur simultaneously (starts and ends at the same time).

Key components:

- Adult basic education content aligned to the workforce training content
- Instructors work together to identify basic skills needed for adult education students to master workforce skills covered
- Provide workforce preparation activities

Florida Integrated Education and Training (IET) Working Models

One Instructor Model

The adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor who has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.

Key components:

- One instructor to provide basic skills instruction and workforce training
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Teacher must be certified in the specific occupational program area

Employer/Community Partner Model

Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.

Key components:

- Student is on a training site provided by an outside agency to receive workforce training
- Student receives workforce training on a specific occupation, along with on-site basic skills instruction
- Adult education basic skills component (aligned with state adult education content standards) is integrated within the training program
- Provide workforce preparation activities
- Workforce training and basic skills development are occurring simultaneously

Resources for IET Program Design

IET programs blend a range of education and training services to build learners' foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family- sustaining wages.

Creating a Single Set of Learning Objectives and Basic Skills Lessons for IET

As you think about planning the basic skills component of an IET, it is important to identify a single set of learning objectives for the IET and desired competencies. Below are some questions to use as a starting point; others may emerge during the planning process. These questions will help you think about the student population being served, the basic skills that will be needed and whether the workforce preparation activity and workforce skills training being considered is appropriate for the targeted students that might enroll.

- What jobs are associated with the training?
- What occupational skills course(s) are being targeted for the IET?
- Who are the potential students for this IET?
- What certifications are associated with the training? Are they employer recognized?
- Are there basic skills thresholds or language requirements for the course?
- Are competencies required to successfully complete the course (e.g., an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
- Is there a third-party exam or licensure required to earn the credential?
- What funding sources can be used for the IET?
- What planning time is allotted for partnering instructors?
- How will participants be recruited or prepared for the IET program?
- Can the target population successfully complete the course with basic skills support?
- What prior preparation or specific support services are needed?
- Single Set of Learning Objectives Template

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Single Set of Learning Objectives Template

Team Name or Number:	
Team Members:	
Workforce Training Program	

Determining the IET Single Set of Learning Objectives and Competencies					
Week #	Workforce Training Content & Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
		Math: ELA:			
		Math: ELA:			
		Math: ELA:			

IET Single Set of Learning Objectives:	Competencies
	
	
	

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IET References and Resources

[CAST Universal Design for Learning Guidelines \(CAST\)](#)

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework provides guidelines that offer a set of concrete instructional suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Compendium of Innovative Practices: Adult Education Bridge Programs and Integrated Education and Training \(IET\) Programs](#), Alamprese, J.A. & Cheng, I-F. (December 2020). Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates, <https://lincs.ed.gov/sites/default/files/compendium-of-innovative-practices-ae-bridge-iet-programs.pdf>.

[Contextualized Instruction, CollectEDNY CUNY Career Kits](#)

The NYSED/CUNY CareerKit project provides downloadable curricula that teachers and counselors can use with students to explore careers while at the same time practicing literacy and numeracy skills. Each kit contains seven instructional units and a shared learning objectives list that details the literacy, numeracy, career pathways and occupational skills that learners will practice through the kit's lessons. Eleven career kits are available for download, including:

- Healthcare Career Kit
- Technology Career Kit
- Transportation and Warehousing Career Kit

[PennState Integrated Education and Training \(IET\) Library](#)

- [Contextualized Education](#)
- [Basic Skills Curricular IET Lesson Plans for Healthcare and Manufacturing industries](#)

This site includes four downloadable curricula for IETs in Emergency Medical Technician, Foundational Skills in Healthcare, Foundational Skills in Manufacturing and Mechanical Maintenance Foundations. Each curriculum includes lesson plans with occupational competencies, workforce skills, employability skills and standards.

- [Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program](#)

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Resources for Building Opportunities

This website provides federal resources including WIOA law, program memoranda, tools and related presentations.

- [IET Checklist: Integrated Education and Training \(IET\) Guide](#)
- [IELCE Checklist: Integrated English Literacy and Civics Education \(IELCE\)](#)

Shared Learning Objectives Template

An essential element of IET programming is a unified list of competencies which aligns contextualized academic and literacy activities with the workplace preparation activities and occupational training content that learners will need to master. The Virginia Adult Learning Resource Center (VALRC) created this template for programs to use when developing shared learning objectives.

[Workforce Innovation and Opportunity Act Unified Plan, State of Florida](#) [WIOA Performance Accountability Definitions](#)

Definitions of terms related to the performance accountability system

Appendix B

AEFLA Performance Accountability System and Reporting

There are three important reasons for creating a data-driven accountability system for adult education programs.

1. The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance.
2. The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
3. Establishing program performance targets, focuses the attention of consultants, program administrators and other practitioners on program improvement.

In that regard, the requirements for AEFLA Performance Accountability and the associated reporting requirements may be best understood considering (1) the federal requirements for enrollment and performance reporting, (2) Florida's systems for reporting agency enrollment and other required data, and (3) and expectations of how AEFLA grant participants utilize local data systems for local program improvement. This section of the appendix will illustrate from the macro/federal level to the micro/agency level how AEFLA grants are to be implemented to comply with AEFLA Performance Accountability expectations and reporting requirements.

WIOA Annual Performance Report and National Reporting System (NRS)

The National Reporting System for Adult Education (NRS) was established as the accountability system for Federally funded adult education programs authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). More information about NRS and federal reporting requirements can be found at nrsweb.org detailing WIOA primary indicators of performance and other measures reported describing adult education students and participation, methodologies for collecting performance data, and program reporting procedures. The data collected by AEFLA grant participants is aggregated by the Florida Department of Education and submitted via NRS to the US Department of Education annually on by the WIOA deadline of October 1st each year.

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The FDOE must collect and report data that address federal accountability measures identified in Section 116 of WIOA. These measures, referred to in the law as the “primary indicators of performance,” must be addressed by all core WIOA workforce program agencies with respect to their program mandate. As the agency responsible for providing adult education and literacy activities, the FDOE is required to collect data that describe local adult education and literacy activities authorized under the Adult Education and Family Literacy Act, title II and report on the performance of these activities with respect to the following:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program;
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment; and
6. The indicators of effectiveness, established by the state, in serving employers.

The Division of Career and Adult Education (DCAE) negotiates state targets for each required performance indicator with the United States Department of Education, Office of Career, Technical and Adult Education to established Approved Performance Measures and State Completion Goals.

WIOA Eligible Adult General Education Programs

The following programs are included in the accountability calculations for the WIOA Annual Performance Report and National Reporting System (NRS).

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Program Number	CIP Number	Program Name
9900000	1532010100	Adult Basic Education (ABE)
9900010	153010500	Adult High School
9900040	1532010900	Adult English as a Second Language (ESOL)
9900050	1532010901	English Literacy for Career and Technical Education (ELCATE)
9900130	1532020207	GED® Preparation Program

Measurable Skill Gains (MSG) Performance Targets

Achieving Florida's Adult Education State Performance Targets will be based on each recipient's accurate submission of student enrollment and completion data of Educational Functioning Level (EFL) gains as calculated in the completion percentages found in the National Reporting System (NRS) Table 4. Each grantee will be expected to meet or exceed the State Performance Target for each program type (ABE, ESL) served. Descriptions of each educational functioning level may be found on the AGE Educational Functioning Level Descriptors attachment.

Exit Based Performance Targets

Employment Rate Second Quarter After Exit Performance Target

Based on the number of students who exited and were found employed the second quarter after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

Employment Rate Fourth Quarter After Exit Performance Target

Based on the number of students who exited and were found employed in the fourth quarter after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

Median Earnings Second Quarter After Exit Performance Target

The median wage for students who exited and were found employed the second quarter after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

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Credential Attainment Rate Performance Target

Based on the number of students in ABE Levels 5-6 (formerly Adult Secondary Education) who attained a high school equivalency or diploma and were found employed or enrolled in postsecondary within a year of exit. It also includes any student who was concurrently enrolled in postsecondary who exited and attained a postsecondary credential within one year after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

The 2021-2022 state performance targets will be sent under provided separate cover. Annually, all grantees are expected to meet or exceed Florida's state performance target.

Florida Department of Education Reporting Systems and Deadlines

The Florida Department of Education has established sector-specific reporting systems for agencies to report state-funded and some federally-funded education enrollment, demographics, and completions and governed by Florida statutes and rule and overseen by a Data Governance Oversight committee. Data elements have been added to comply with WIOA and NRS reporting requirements.

Florida's public school districts report adult education enrollment utilizing the Workforce Development Information System. More information about this data system, the data elements, and reporting formats can be obtained at <http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/>. Reporting timelines are included in Appendix V of the annual database handbook.

Florida College System institutions report adult education enrollment utilizing the Community College & Technical Center Management Information Systems (CCTCMIS). The data dictionaries and procedures are available at <http://www.fldoe.org/accountability/data-sys/CCTCMIS/>. Reporting timelines are established in Section I of the annual Florida College System Student Database Data Dictionary.

Community based organizations (CBOs) are reported using the Workforce Education Data Systems CBO Database. The annual handbook and data dictionary are available by contacting Nand Divate by email at Nandkumar.Divate@fldoe.org.

Agencies are required to report the data in the prescribed formats and within the deadlines established above. Failure to meet reporting deadlines can result in an agency being placed on a corrective action plan. Inaccurate or invalid data may affect an agency's allocations and performance outcomes resulting in further negative consequences and corrective action plans.

All efforts are made to collaborate and receive input from participating agencies as reporting changes are implemented. MIS-focused events such as WEDDAC and MISATFOR, regularly scheduled AGE webinars conducted by DCAE, and professional development opportunities such as ACE of Florida's annual conference are used to communicate potential and upcoming reporting changes. Agencies are encouraged to participate in these opportunities and be alert to reporting change notices from the Department. While the Department makes every effort to provide agencies with sufficient notice to make updates to local MIS programming and processes, changes to federal or state law may mandate swift data reporting changes.

Expectations of Participating Agencies and Local Data Systems

The State of Florida does not require agencies to utilize a designated MIS platform, but those platforms elected by agencies to meet the reporting requirements of AEFLA participation must meet the expectations established in this appendix as well as those standards established in the respective sector's data dictionaries or database handbooks. In addition, MIS systems must be able to provide locally generated data reports to aide in improving data quality, monitoring student progress and agency performance, as well as building an environment for data-informed program improvement.

While the Department provides data quality reports during reporting periods and provides agencies with agency-level NRS performance data, it is the agency's responsibility to verify the accuracy and completeness of the data submitted and to monitor program performance regularly. Because of the lagged nature of reporting in the WDIS, FCS, or CBO data systems and then performance run after a fully closed year of data, the Department is not able to assist with real-time data analysis and agency monitoring. Local MIS systems must be able to perform this functionality with real-time data reports that fit the agency's unique needs as well as support the agency in program improvement.

Data collection and reporting systems are meant to serve the agency, not the other way around. But bad data management and poor maintenance of reporting policies and procedures can cripple agency performance and take away valuable limited resources. It is strongly suggested that agencies plan in advance for MIS personnel turnover and should be aware that changing MIS platforms increases an agency's risk for data reporting errors. Significant changes to a reporting calendar or migrating an agency's data to a new MIS platform should be handled strategically to minimize unintended, negative outcomes.

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Data Collection Requirements for NRS Reporting

The required Basic Student Information data elements listed on this form must be included on your agency's Student Data Summary Form. Programs may collect additional data, but these data elements must be collected for federal NRS reporting. Please see the appropriate data handbooks for additional details on the specific reporting requirements.

Your agency must submit your actual Student Data Summary Form. A sample Student Data Summary Form is available at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/adult-edu-family-literacy.shtml>. The form used by your agency must also be used by any sub-contracted service providers of your agency.

Important Reminder: The data elements listed on the student data summary document only include those required for federal accountability reporting. This does not represent all data required to be collected from students enrolled in district and college Adult Education Programs.

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Student Data Summary Form Elements	
Basic Student Information	
<u>Required</u> Name Address Phone Email (for online access) Date of Birth Enrollment date Separation date Gender Race Ethnicity SSN (If available)	<u>Background Data¹</u> Youth in Foster Care Single Parent/Pregnant Employment Barriers Income Status Barriers Ex-offender Low Income Migrant or Seasonal Worker or Dependent Homeless Displaced Homemaker On Public Assistance Highest School Grade Completed* Location of Schooling* Employment Status*
<u>Assessment Data</u> Test Name Test Form Test Level Test Date Test Score	
Institutional Programs (if applicable)	Program type (student must select all that apply)
Correctional Facility Community Correctional Program Other Institutional Setting	ABE Adult Secondary Education (AHS, HSED) ESOL Attendance Hours

1 Items in the Background Data section, with an *, must have a selection identified by the student. All other items in this section must be included on the intake form or system, but a student is not required to complete.

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Program Improvement Plan

In each year, all awarded grantees are expected to meet at least 90 percent of the state targets for each required performance indicator.

An Adult Education Program Improvement Plan (AEPIP) will be required if the DCAE determines that a grantee failed to meet at least 90% of the State Targets for each grant year. The AEPIP will be implemented the following grant year.

Once the NRS performance data is final, grantees will receive the AEPIP information under separate cover with instructions for completion and submission. In the continuation year, all of the required AEPIP forms must be submitted prior to award notification.

Technical Assistance

DCAE will work with all eligible recipients to implement improvement strategies and activities if determined that a grantee is not properly implementing an AEPIP or is not making substantial progress, DCAE staff will work with the eligible recipient to implement improvement strategies and activities.

WIOA Annual Performance Report and National Reporting System (NRS): Federal Recipients of AEFLA funds from the U.S. Department of Education must compile, report and maintain project data in order to provide accountability. Failure to comply with this federal requirement by the established deadline may result in early termination and ineligibility for future funding.

Technical assistance is available to ensure compliance with NRS and the WIOA Annual Performance Report. Grant funds may be used to participate in required data training.

Data Reporting of Subrecipients of AEFLA Grants

If a subrecipient or partner is used for instructional services, it is the sole responsibility of the provider to ensure the subrecipient accurately reports all required EFLs and WIOA data elements aligned with the appropriate state reporting system to be used in NRS and the WIOA Annual Performance Report.

For more information regarding the NRS guidelines, please visit: <http://www.nrsweb.org>.

Educational Gain Definitions

ABE Levels 1-4 and ESL Levels 1-6 - An educational gain is defined as one student moving from one EFL to the next in a given content area during the project year based on the results from an assessment that has been approved by the USDOE and FLDOE and administered in a pre- and post-test.

In NRS Table 4 and 4b, a student is included in the cohort based on his/her lowest initial functioning level. A participant is considered a completer if they have made one or more EFL gains in any eligible program in which they are enrolled in the program year. A student may also be a completer if they earn a standard high school diploma or equivalency, or if they exit and enroll in a career and technical education certificate program in the reporting year.

For example, a student with an ABE Level 2 in Mathematics and a Level 3 in Reading has a lowest functioning level of ABE Level 2. In NRS Table 4 and 4b, a participant would be considered a completer if they made a learning gain in Mathematics or Reading.

For more detail on approved NRS and Florida assessment instruments and how they should be used, see the Assessment Technical Assistance Paper posted at: <http://www.fl DOE.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.html>.

ABE Levels 5-6 – An educational gain for ASE level completions, reportable in NRS Tables 4 and 4B, is dependent upon the ABE Level:

ABE Level 5 – Passing an approved Adult High School course; or earning a standard high school diploma or equivalency; or exiting and enrolling in a career and technical education certificate program.

ABE Level 6 - Earning a standard high school diploma or equivalency; or exiting and enrolling in a career and technical education certificate program.

Note: Enrollments must be unduplicated by program.

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AGE Educational Functioning Level Descriptors

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 1 Student has tested in the grade level range of 0-1.9.	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
ABE Level 2 Student has tested in the grade level range of 2-3.9.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three-digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.
ABE Level 3 Student has tested in the grade level range of 4-5.9.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.

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EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 4 Student has tested in the grade level range of 6-8.9	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.
ABE Level 5 Student has tested in the grade level range of 9-10.9	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.



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EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 6 Student has tested in the grade level range of 11-12	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>.

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ESL Educational Functioning Level Descriptors

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 1	Individual cannot speak or understand English or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
ESL Level 3	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

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Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 4	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
ESL Level 5	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
ESL Level 6	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.'

Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>.

Appendix C

Integrated English Literacy and Civics Education (IELCE)

IELCE RFP Guidelines

In this consolidated adult education grant application, each eligible provider may apply for funds in two different federal funding streams WIOA 231 and/or WIOA 243:

- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA)
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- Combination: WIOA Section 231 and WIOA Section 243

When responding in the narrative section, an eligible provider will provide two-year detailed written narrative responses to address adult education activities and services related to each federal funding stream, AGE (funds made available under section 231) and/or IELCE (funds made available under section 243). For example, if you are applying for both AGE and IELCE funds, the narrative response must address specific details related to both programs. All funding streams may use funds to support allowable Family Literacy (Two-Generation) activities.

In the Budget Narrative Section each eligible provider will be required to submit two separate DOE101S Budget Narrative Forms to outline proposed allowable cost and activities per funding stream. If a grant application is approved for both funding streams, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Integrated English Literacy and Civics Education

As defined under WIOA, an IELCE program provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, which enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

The Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) specifies that IELCE may be delivered in two ways: as an activity described under Section 231 or as a program described under Section

243. While this IELCE section of the guide will focus solely on the development of the Section 243 IELCE program, it is necessary to understand the commonalities and differences between the activity and the program.

Whether provided as an activity or a program, Integrated English Literacy and Civics Education must include:

- Educational services that enable adults who are English Language Learners (ELLs) to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States; and
- Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

The primary distinction between the activity and the program is that the activity may include workforce training while the program must include workforce training. Specifically, the Section 243 IELCE program must be designed to:

- Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

Grant awards for Section 243 IELCE programs will result in instructional programs and services that incorporate English literacy instruction, civics education, and IET.

Regulations regarding an IELCE program funded under Section 243, have been codified and published in the Federal Register: 34 CFR, Part 463. Regulation 34 CFR 463.70, requires that programs funded under Section 243 deliver educational services as described in Section 463.33 and in combination with IET activities as described in Section 463.36

Integrated education and training is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

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Civics education means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. To effectively participate in education, work, and civic opportunities in this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, workplace systems, and key institutions, such as banking and health care. Students may also benefit from learning about community resources, career exploration/ planning, and consumer education.

[Integrated English Literacy and Civics Education Self-Assessment Tool](#)

IELCE programs supported by Section 243 funding must be delivered in combination with Integrated Education and Training (IET). Regulations regarding an IELCE program funded under Section 243, have been codified and published in the Federal Register: 34 CFR, Part 463.

This IELCE Self-Assessment Tool is developed for IELCE program providers to use as a programmatic review and reflection resource. It is our intention that this tool will also, subsequently be useful and utilized by the greater community of stakeholders in their implementation of IELCE programming. Completing the tool will provide you with a systematic review of your Section 243 IELCE programming as it relates to law and regulations and other programmatic content.

Appendix D

Key Definitions

Adult Basic Education (ABE) — instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Florida’s ABE program is designed for the student to obtain a level of educational instruction intended to improve the employability of the state’s workforce through instruction in mathematics, reading, language, and workforce preparation skills at grade level equivalency of 0-8.9. These courses are based on the College and Career Readiness Standards for Adult Education. (Section 1004.02(1) Florida Statutes)

Adult education — academic instruction and education services below the postsecondary level that increase an individual’s ability to:

- read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and
- obtain employment.

Adult Education and Family Literacy Act (AEFLA) — Title II within the Federal Workforce Innovation and Opportunity Act (Public Law 113 -128) and became law July 2014. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training. (WIOA – P.L. 113 -128)

Adult Education and Literacy Activities — programs, activities, and services that include:

- a. adult education;
- b. literacy;
- c. workplace adult education and literacy activities;
- d. family literacy activities;
- e. English language acquisition activities;
- f. integrated English literacy and civics education;
- g. workforce preparation activities; or
- h. integrated education and training.

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Adult Secondary Education (ASE) — instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the high school equivalency examination. (Section 1004.02(4), Florida Statutes)

Career Pathway — a combination of rigorous and high-quality education, training, and other services that:

1. aligns with the skill needs of industries in the economy of the state or regional economy involved;
2. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act;” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 3226 of this title);
3. includes counseling to support an individual in achieving the individual’s education and career goals;
4. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. helps an individual enter or advance within a specific occupation or occupational cluster.

Concurrent Enrollment— participation (during the same period of time) in two or more of the core programs or services that comprise the workforce system under WIOA.

Correctional institution — any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal offender — any individual who is charged with or convicted of any criminal offense.

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Digital literacy and use of technology — Skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

Distance Learning — formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (greater than 50%).

(NRS Implementation Guidelines)

Educational Functioning Levels (EFL) — a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.

Educational Gain — occurs when an adult learner completes or advances one or more educational functioning level from starting level measured on entry into the program based upon standardized assessment.

Eligible Individual — a learner—

1. who has attained 16 years of age, is not enrolled or required to be enrolled in secondary school under state law; and
2. who is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

Eligible Provider — an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

- a. local educational agency;
- b. community-based organization or faith-based organization;
- c. volunteer literacy organization;
- d. institution of higher education;
- e. public or private nonprofit agency;
- f. library;
- g. public housing authority;
- h. nonprofit institution that is not described in (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;
- i. consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h); and
- j. partnership between an employer and an entity described in (a) through (i).

English as a Second Language (ESL) — instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used only for NRS educational functioning levels)

English Language Acquisition (ELA) program — a program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.

English Language Learner (ELL) — an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

1. whose native language is a language other than English; or
2. who lives in a family or community environment where a language other than English is the dominant language.

Family Literacy Activities — activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- interactive literacy activities between parents or family members and their children;
- training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
- an age-appropriate education to prepare children for success in school and life experiences.

Integrated Education and Training (IET) — a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. As a part of a career pathway, the design of an IET program should support the local workforce development board plans.

- The IET program must include three components:
- adult education and literacy activities
- workforce preparation activities
- workforce training for a specific occupation or occupational cluster

IET in Florida is also known as FICAPS (Florida's Integrated Career and Academic Preparation System) and is operationalized/defined in Florida's WIOA Unified Plan as simultaneous enrollment in adult education and a career and technical education certificate program.

Integrated English Literacy and Civics Education (IELCE) Activities – education services provided to English language learners under section 231 of the Act who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Such services shall include:

- instruction in literacy and English language acquisition,
- instruction on the rights and responsibilities of citizenship and civic participation, and
- may include workforce training.

Integrated English Literacy and Civics Education (IELCE) Program – education services for English language learners funded under section 243 of the Act who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Programs are designed to:

1. prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. integrate with the local workforce development system and its functions to carry out the activities of the program.

Such services shall include instruction in:

1. literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. must include Integrated Education and Training (see definition).

Literacy — an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Local Workforce Development Board (LWDB) — an entity comprised of local representatives as described in the Workforce Innovation and Opportunity Act. The LWDB works to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local One -Stop Career Centers.

Local Workforce Development Plan — the industry analysis, workforce strategies and plan of work for a regional or local workforce area, written by the LWDB.

Measurable Skill Gain — the NRS method of measuring student progress for academic improvement (includes educational functioning level gain and receipt of secondary credential).

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Memorandum of Understanding (MOU) — an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each partner. Also known as a Memorandum of Agreement (MOA).

National Reporting System (NRS) — the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction.

One-Stop Center Costs — infrastructure costs and other shared costs associated with the one-stop center. Infrastructure Costs are non-personnel costs that are necessary for the general operation of the one-stop center and may include:

- Rental of the facilities;
- Utilities and maintenance;
- Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
- Technology to facilitate access to the one -stop center, including technology used for the center’s planning and outreach activities

All required partners that carry out their program in the local area must contribute toward infrastructure costs based on their proportionate use of the one-stop delivery centers and relative benefits received. Additional information regarding the infrastructure funding of the one-stop delivery system can be found at:

[Program Memorandum 17-3 – Infrastructure Funding of the One-Stop Delivery System](#), which focuses on how infrastructure and additional costs are determined and paid for by one-stop partners in a local one-stop delivery system. The guidance is jointly issued by the United States Department of Labor-Employment and Training Administration, Department of Education– Office of Career, Technical, and Adult Education/Rehabilitation Services Administration and Department of Health and Human Services-Administration for Children and Families.

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Recidivism — it refers to a person's relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

Unsubsidized Employment — is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

Workplace Adult Education and Literacy Activities — adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce Preparation Activities — activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

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Appendix E

Web Resources

Federal Workforce Innovation and Opportunity Act (WIOA)

<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

WIOA Final Regulations

<https://www.dol.gov/agencies/eta/wioa/regulations>

Vision for the One-Stop Delivery System Under WIOA

<https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-15-01.pdf>

Florida's Unified WIOA State Plan

<https://careersourceflorida.com/about-us/policies-and-initiatives>

United States Department of Education Office of Technical, Career and Adult Education

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

English Language Proficiency Standards

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Individuals with Disabilities Education Act (IDEA)

<https://sites.ed.gov/idea/>

Employability Skills Framework

<http://cte.ed.gov/employabilityskills/>

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Preparing English Learners for Work and Career Pathways

<https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/preparing-english-learners-for-work-and-career-pathways>

Supporting the Educational and Career Success of ELLs under WIOA

https://youth.workforcegps.org/resources/2017/01/18/14/30/EKFA_English

Realizing Opportunities for ELLs through State Academic Content Standards

<https://lincs.ed.gov/professional-development/resource-collections/profile-962>

Florida Division of Vocational Rehabilitation

<http://www.rehabworks.org/>

Florida Division of Blind Services

<http://dbs.myflorida.com/>