# Workforce Innovation and Opportunity Act Title II Adult Education and Family Literacy Act Implementation Guide (2022-2023)

Florida Department of Education

# Adult Education in Florida

"Expanding education and economic opportunity for more Floridians is a key priority and a primary goal of adult education."

It has been an honor and privilege to serve as Chancellor of Florida's Career and Adult Education System. I appreciate the hard work of every teacher, staff member and administrator in our system – your dedication to our more than 130,000 plus students is inspiring. We have laid out a clear vision for our system, with student-centered priorities that are focused on the current and future needs of Florida's adult learners. Together we can lead our adult education students toward greater success.

Florida's political and policy leadership recognize the importance of adult education. In 2019, Executive Order Number 19-31, was issued to create a new vision for how Florida prepares a knowledgeable and skilled workforce for future economic growth and expanded opportunity; it charges us to aspire to be the number one workforce education state in the country by 2030.  The Florida Department of Education shares this vision. The aim is to position adult education to build closer ties between business, economic and workforce development, and postsecondary education partners in order to deliver on a jobs forward approach.

The new vision and set of strategic priorities set out in the 2021-2023 Request for Proposals was the first step to increasing student achievement. As a recipient of federal Workforce Innovation and Opportunity Act (WIOA) Title II funds, Florida is well positioned to positively and permanently impact Florida's workforce, and most importantly, adults in our state looking for the opportunity to participate in high-demand, high-wage jobs of today and the future.

I encourage you to ensure adult education students have the option to access excellent academic programs. In addition, I challenge you to increase successful partnerships between adult education providers and business and industry.

Regards,


Henry

# Contents

## Purpose of the 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.)) (WIOA) 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).

The purpose of this guide is to provide eligible providers with an understanding of major changes within the 2022-2023 Request for Application (RFA) and state requirements developed to complement the new direction for adult education in the state of Florida. This implementation guide will highlight specific sections of the AEFLA grant that are critical for understanding the requirements of the State Plan and WIOA and serve as a resource for completion of the eligible recipient's local continuation application. Through this RFA, Florida will seek to ensure that by 2030, adult education students earn tangible outcomes that will put them on a path to employment and lifelong success.

Agencies should also read Florida's Unified State Plan to understand the regulatory implementation requirements. The State Plan is posted on the Funding Opportunities site at http://www.fldoe.org/academics/career-adult-edu/funding-opportunities.

In addition, the implementation guide will 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 main sections:

- **Overview of the Adult Education Request for Application**

- **How to Apply**

- **Resources to Support the Application Process**

# Section 1: Overview of the Adult Education Request for Application

## WIOA and Title II 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 Acto of 1973 |
| | Title V - General Provisions |

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:
- 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.
- 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.
- 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.

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 through the use of career pathways.

## Florida's Vision for Adult Education

The priority 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 gaps.

This strategic vision will require a combination of new innovations and the support of thousands of individuals both inside and outside Florida's adult education and WIOA workforce system. We have the full support of the Department of Education Commissioner, Florida CareerSource, the Governor, business partners, Florida College and Technical College Systems, among many other agencies.

The Florida Department of Education's (FDOE) 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 Florida Department of Education understands that a new vision and strategic direction is needed to realize adult education's expanded workforce development and transition to postsecondary mission.  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 is 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 population/learners. In other words, core differences in adult education literacy and numeracy rates, the ability to access quality childhood care and other social service benefits impacts our learners disproportionately. These differences affect not only school readiness and success in school, which in turn, affects eventual earning potential, but differences 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- adults with access to meaningful postsecondary credentialing opportunities - and improved childhood literacy rates is strong.

The vision and new strategic directions are therefore, an imperative. These priorities present 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 issued a two-year transition grant in 2021. The purpose was to provide the field with time and capacity-building support to focus on building regional partnerships.

During this second year of the two-year transition grant, all funded providers will be required to collaboratively co-develop a collective 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. We believe this supports the vision and system improvements our students and communities deserve.

# Florida's Strategic Priorities

The following strategic priorities are reflected in the 2022-2023 RFA:

- ➢ **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 outcomes and seeks to eliminate equity gaps.
- ➢ **Priority 4**: Incent, measure, and support enhanced program effectiveness.

**Priority 1 – Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.**
- Leverage and braid federal, state, regional, and local resources for greater impact, aligning adult education offerings to in-demand jobs and drawing on assets these public systems provide.
- Develop partnerships and collaborative networks to ensure access to the range of programs and services leading to greater equity for all populations by identifying high need areas with students with disabilities, justice-involved, and English Language Learners and incentivizing collaborative regional partnerships.

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.  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 are 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, unions, industry associations, employers, and community-based organizations, among many others, work together to break-down traditionally siloed systems to improve student outcomes.

The intent of this RFA 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 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.

**Priority 2 – Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.**
- Promote attainment of credentials of value. Align adult education and training programs to high-quality, high-wage credentials of value.
- Drive career pathways and credentials offered through Integrated Education and Training (IET) and two generation approaches between partners and provide incentives for completion.
- Design postsecondary transition programs with community and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs. Link adult education efforts to current statewide postsecondary redesign initiatives.

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 the IET section of the guide.

Strong evidence shows facilitating student transitions into further levels of learning pays off. This is the driving force behind transition models, such as Integrated Education and Training (IETs). 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 sector 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 learning to secondary 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.[2] Credentials of value should be portable and transferable among employers within an industry, allowing people choice and flexibility to move between jobs.

**Priority 3 – Ensure all learners receive high quality instruction that prioritizes measurable labor market outcomes and seeks to eliminate equity gaps.**
- Set high standards for teaching and learning.
- Advance higher levels of educational achievement for now and future generations with two-generation approaches
- Implement Florida's B.E.S.T. standards through engagement and alignment with key partners from FCS, Technical colleges, and CareerSource.
- Ensure high quality online learning. Determine extent of student access to technology for virtual learning; select a viable digital literacy assessment and platform to ensure equitable instructional delivery.
- FDOE will support the expanded use of digital learning with effective professional development for students and instructors.
- Two-generation approaches focus equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty.  They articulate and track outcomes for both children and adults simultaneously.
  - Six key components of the approach:
    - early childhood education;
    - adult and postsecondary education and workforce pathways;
    - economic supports and assets;
    -  K-12 (being kindergarten ready, third grade reading skills on time)
    - health and well-being; and
    - social capital.
- Two-generation approaches can be applied to programs, policies, systems, and research. For example, strengthening family engagement strategies in early childhood education, ensuring student parents have access to workforce preparation and postsecondary credentials; and connecting with limited English proficiency to adult education programs. Other examples: developing partnerships to promote asset-building, teaching health literacy, and increasing social networks and social capital that advance economic security for families

**Priority 4 – Incent, measure, and support enhanced program effectiveness.**
- Develop a comprehensive program performance monitoring system with providers to ensure reporting, data analysis, and continuous improvement practices to support learner and program outcomes, with transparent data when reported to agencies.

> KEY POINTS
> ➢ Applicants will submit individual grant proposals for Adult General Education (AGE), Integrated English Literacy and Civics Education (IELCE), and/or Federal (AGE) Corrections Education.
> ➢ 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.

## Distinctive Features of the 2022-2023 RFA

**What grants can I apply for?**
In the continuation year of 2022-2023, each eligible provider may submit separate grant proposals for funds in three different federal funding streams WIOA 231, WIOA 243, and/or WIOA 225:
- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA)
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- WIOA Section 225: Federal (AGE) Corrections Education

**How long will the grant funds last?**
This RFA provides eligible providers the ability to renew their application for 2022-2023 as part of the 2021-2023 grant cycle. When responding in the narrative section, an eligible provider will provide 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).

**How many DO101S Budget Narrative Forms must I submit?**
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.

**Who can I serve with the AEFLA grant funds?**
Individuals eligible for adult education services according to AEFLA, Section 203(4), means an individual -
- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- 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.

In addition, the 2022-2023 Request for Application contains opportunities for the following:
- Promotion of regional partnerships to ensure comprehensive programs and services for students.
- Alignment of programs and services with labor market and credentials of value.
- Focus on student-centered teaching and learning by aligning to standards-based instruction.
- Development of Integrated Education and Training (IET) programs based on regional demand and aligned to postsecondary certifications and degrees resulting in higher student transitions to postsecondary and employment.
- Commitment to higher educational gains and workforce preparation for this generation and future ones with new two-generation approaches with adult learners and their children.

# Section 2: How to Apply

## Announcement of Funding Availability

The Florida Department of Education (FDOE), Division of Career and Adult Education, is awarding continuation grants to eligible adult education single providers within the State of Florida to develop, implement and improve adult education and literacy in Florida.

This package provides the necessary information for eligible providers to complete the required information for a continuation application for the second year of the 2021-2023 grant cycle. Eligible providers **will submit separate applications to FDOE**, **for specific funds to support allowable activities under each of the following type of grants and funding streams listed in the Adult Education Funding Chart.**

Funding is contingent upon the availability of funds from the United States Department of Education.

| Adult Education Funding Chart | | | |
|---|---|---|---|
| **Funding Stream** | **Programs Under Each Funding Stream** | **Allowable Activities Under Each Funding Stream** | **Funding Amount** |
| Federal Adult General Education (AGE) *(WIOA Section 231)* | • Adult Basic Education, Adult Secondary Education or English Language Acquisition Activities<br>• Integrated Education and Training (IET) | • Family literacy (Two-Generation)<br>• IET activities<br>• Workplace preparation and training activities | • See allocation chart for funding amount per county in the Adult Education Grant Application Excel Document |
| Federal Integrated English Literacy and Civics Education (IELCE) *(WIOA Section 243)* | • Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET)<br>• Since IELCE funds are awarded under a separate federal grant to FDOE, funds allocated for IELCE must only be spent to support activities related to an eligible provider's IELCE program. | • English language Instruction<br>• Rights and responsibilities for citizenship and civics participation<br>• IET activities<br>• Workforce preparation and training activities | • See allocation chart per county in the Adult Education Grant Application Excel Document |
| Corrections Education *(WIOA Section 225)* | • Correction Education (WIOA Section 225) funds must be requested in a separate Competitive Request for Proposal located on the FDOE, DCAE website. | | |

## Application Due Date

**Friday, May 6, 2022, 5:00 p.m. (EST)**

The due date refers to the date of receipt in the Office of Grants Management. Continuation grant application <u>MUST</u> be submitted to the appropriate ShareFile System Folder #1 via the <u>Office of Grant Management (OGM)</u> **based on the appropriate fund source (AGE, IELCE, or Corrections)**. Direct Mail, Facsimile and E-mail submissions are not acceptable.

## Program Manager Contacts

| Program Managers: | | |
|---|---|---|
| **Daphne Kilpatrick**<br>Daphne.Kilpatrick@fldoe.org<br>(850) 245-9042 | Bay<br>Calhoun<br>Escambia<br>Gulf<br>Holmes<br>Jackson<br>Okaloosa<br>Santa Rosa | Walton<br>Washington<br>Chipola College<br>Gulf Coast State College<br>Northwest Florida State College<br>Pensacola State College |
| **Ebonee Dennis**<br>Ebonee.Dennis@fldoe.org<br>(850) 245-9044 | Franklin<br>Gadsden<br>Hamilton<br>Jefferson<br>Lafayette<br>Leon<br>Liberty | Madison<br>Suwannee<br>Taylor<br>Wakulla<br>North Florida College<br>Tallahassee Community College |
| **Nick Key**<br>Nicholas.Key@fldoe.org<br>(850) 245-9041 | Alachua<br>Baker<br>Bradford<br>Clay<br>Duval<br>Flagler<br>Nassau<br>Putnam | St. Johns<br>Union<br>Daytona State College<br>Florida State College at Jacksonville<br>Santa Fe College<br>St. Johns River State College |
| **Erica Bush**<br>Erica.Bush@fldoe.org<br>(850) 245-9048 | Citrus<br>Columbia<br>Dixie<br>Gilchrist<br>Lake<br>Levy<br>Marion | Seminole<br>Sumter<br>Volusia<br>College of Central Florida<br>Florida Gateway College<br>Lake-Sumter State College<br>Seminole State College of Florida |
| **Cody Zinker**<br>Cody.Zinker@fldoe.org<br>(850) 245-9045 | DeSoto<br>Hardee<br>Hernando<br>Highlands<br>Hillsborough<br>Manatee<br>Pasco<br>Pinellas<br>Polk | Sarasota<br>Hillsborough Community College<br>Pasco-Hernando State College<br>Polk State College<br>South Florida State College<br>St. Petersburg College<br>State College of Florida, Manatee-Sarasota |

| | Brevard | Palm Beach |
|---|---|---|
| **John Occhiuzzo** | Broward | St. Lucie |
| John.Occhiuzzo@fldoe.org | Indian River | Broward College |
| (850) 245-9037 | Martin | Eastern Florida State College |
| | Okeechobee | Indian River State College |
| | Orange | Palm Beach State College |
| | Osceola | Valencia College |
| **Ordania Jones** | Charlotte | Monroe |
| Ordania.Jones@fldoe.org | Collier | College of Florida Keys |
| (850) 245-9040 | Miami-Dade | Florida Southwestern State College |
| | Glades | Miami Dade College |
| | Hendry | |
| | Lee | |

Grants Management Contact: Paula Starling, 850-245-0711, Paula.Starling@fldoe.org
Comptroller Contact: Kristy Freeman, 850-245-9197, Kristy.Freeman@fldoe.org
IET Program Contact: Rachel Ludwig, 850-245-0546, Rachel.Ludwig@fldoe.org

## Continuation Grant Application Overview

In the 2022-2023 continuation program year, eligible providers **must** be aware of the following conditions:

1. During the competitive grant year, **evidence of demonstrated effectiveness** was verified by FDOE in accordance with federal regulations, 34 Code of Federal Regulations (CFR) §463.24.

2. This continuation grant application serves as year two (2) of the comprehensive plan where eligible providers must articulate their continuous delivery of quality adult education instructional services.  The written narrative should comprise **any updates and changes** related to year two (2) 2022-2023, of their continuation adult education program implementation.

3. This grant application **MUST** continue to align adult education services with the needs outlined with the **Local CareerSource Workforce Development Board's** local plan and submit a **Memorandum of Understanding (MOU)** in collaboration with the local workforce development board (federal requirement) and provide a current executed MOU agreement that includes the 2022-2023 program year.

   This required MOU outlines the roles and responsibilities of Adult Education provider and local CareerSource. The executed MOU must include the current project year and include the six federal requirements. Carefully review the MOU resource information to ensure the MOU complies with all federal requirements. This document is located on the DCAE at http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/.

4. Collect and report accurate and valid student demographic and **outcome data** required in the Performance Accountability Section of WIOA (Section 116).

5. If applying for AGE, Corrections Education or IELCE funds, providers **must offer at least two IET programs per fund source.**
   - In the continuation year, **providers must develop at least <u>one</u> Integrated Education and Training (IET)** program aligned to in-demand sectors <u>in addition</u> to the IET program approved for the first year of this Adult Education Grant Application two-year plan.
     - In certain circumstances, the development of a second IET program for each funding stream may be waived. To receive a waiver request for this requirement, contact Rachel Ludwig at Rachel.Ludwig@fldoe.org.

- If you already have **two FDOE-approved IET programs** per fund source, you are not required to submit an additional IET Program of Study. Please make a note of the approved IET program names in the workbook.
  - o **New IET Submission Requirements:**
    - Each new IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
    - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.

6. Eligible providers will receive additional funds to participate in an **Adult Education Regional Asset Map and Regional Needs Assessment Process** and be required to do the following:
   - Identify a full set of potential regional partnerships (such as Early Learning Coalitions, YMCA of the USA, CareerSource, Urban League, Boys and Girls Clubs of America) to support regional workforce development needs, delivery of programs and services contributing to student success. This will result in the production of a regional asset map and regional needs assessment of adult education instructional services (FDOE will release additional guidance and supplemental funds to support this effort).

7. **Ensure all other federal requirements, required information, use of funds, reporting, monitoring, compliance and assurances** are included in the proposal package.

## Application Submission Requirements

In the competitive year grant proposal (2021-2022), eligible providers provided a two-year detailed written narrative response to address adult education activities and services related to operating an effective and compliant adult education program. FDOE will expect each eligible provider to adhere to the narrative information provided.

Also, remember AEFLA funds may be used funds to support allowable Family Literacy (Two-Generation) activities.

1. **Provide revisions to the Grant Narrative (as needed).** Submit any updates/revisions to your agency's original grant application as needed in the narrative section of this Continuation Adult General Education RFA.

2. All narrative sections MUST be addressed in the 2022-2023 Continuation Grant Application:
   (a.) Sections that require a written response (MUST provide a written response in the space provided) or
   (b.) Sections that offer the option for no planned changes (MUST write **"NO PLANNED CHANGES"** in the space provided).

3. **Update the Budget.** Submit a 2022-2023 Continuation Adult General Education budget narrative as required in the budget section of the RFA.

**Grant Application Narrative Section Format**

- Place all application items submitted in the "word" file in the order specified in the Application Checklist
- Font - Arial / Size – 12
- Margin size - 1" – both sides and top/bottom margins
- Double spaced (this does not include charts)
- Single-sided pages
- Complete the narrative using the same sequence presented in the RFA.
- Narrative Sections: **Continuation Grant Application** - maximum 25 pages
- This does not include any required forms, attachments, and/or other specified information.

- Do not submit unrequested materials such as: newspaper articles, brochures and/or agency manuals with this application.

## Submission Instructions

**How to submit the application to the Department:**

All required forms must be submitted electronically to the Office of Grants Management via ShareFile Folder #1 for the appropriate fund source: **AGE** (TAPS# 23B022), **IELCE** (TAPS#23B023), and/or **Corrections** (TAPS#23B021).

To receive continuation funds, eligible providers must upload three (3) files per fund source. See individual RFAs for specific fund source files, components, and appropriate naming conventions. **An <u>example</u> is provided below for the AGE fund source.**

- **File One: PDF**
    - DOE 100A, Project Application Form (signed by the agency head or other authorized person);
    - Continuation Grant Application Narrative Sections; and
    - Other applicable attachments (combine into one single PDF file)
    - This combined PDF file must use the following naming convention:
        - 999 Agency Name AGE.pdf.
        - Replace the number "999" with your agency grant number
- **File Two: WORD**
    - Year Two – IET Program of Study Template (completed) for any New IET Programs
    - This WORD file must use the following naming convention:
        - Agency Name IET Program Name AGE.doc.
- **File Three: EXCEL**
    - Continuation Adult General Education Workbook (excel)
    - This excel file must be use the following naming convention:
        - 999 Agency Name AGE workbook.xlsx.
        - Replace the number "999" with your agency grant number

## Conditions for Acceptance

The requirements listed below must be met for continuation application to be considered for review:

1. Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form.
2. Request for Application (RFA) Continuation grant application must be submitted electronically to the Office of Grants Management via ShareFile Folder #1 for the appropriate fund source: **AGE** (TAPS# 23B022), **IELCE** (TAPS#23B023), and/or **Corrections** (TAPS#23B021) by 5:00 p.m. on the due date of Friday, May 6, 2022.
3. **For Federal programs, application submitted after June 30, 2022, the project effective date will be the date that the application is received within the Office of Grants Management, meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**
4. Continuation Adult Education Grant Application "Excel" workbook must be completed and submitted.
5. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2) (h), Florida Statutes.

    **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to**

**the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

   a. An "electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use password protected signature).
   b. The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
   c. The department will also accept a typed signature if the document is uploaded by the individual signing the document.

## Method of Review

1. All eligible providers' continuation applications will be reviewed for approval by Florida Department of Education staff using the criteria specified in the Adult Education and Family Literacy Act, and the items outlined in this document.
2. Eligible providers may be asked to revise and/or change content stated in their application in order to be approved for funding.
3. Fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
4. The Department reserves the right to negotiate with all responsive Recipients, serially or concurrently, to determine the best-suited solution.

## Alignment of Florida Adult Education Priorities with the WIOA and State Considerations

In accordance with WIOA federal requirements, the following table provides a summary of how the narrative application questions align with the required WIOA considerations.

| | WIOA and State Considerations | Florida's Priority | Narrative Prompt |
|---|---|---|---|
| 1. | The degree to which the eligible provider would be responsive to: (a) regional needs as identified in the local plan under section 108; and (b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners. WIOA Section 231(e)(1) | Priority #1 | B.1 B.2 B.3 |
| 2. | The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities. WIOA Section 231(e)(2) | Priority #1 Priority #2 | G.1.d G.4 H.1.d |
| 3. | Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy. WIOA Section 231(e)(3) | Priority #4 | K.3 |
| 4. | The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners. WIOA Section 231(e)(4) | Priority #1 | D.1 |
| 5. | Whether the eligible provider's program— (a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (b) uses instructional practices that include the essential components of reading instruction; WIOA Section 231(e)(5) | Priority #3 | G.1.c G.5 |
| 6. | Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. WIOA Section 231(e)(6) | Priority #3 | G.5 |
| 7. | Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. WIOA Section 231(e)(7) | Priority #3 | H.1 H.2 H.3 |
| 8. | Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. WIOA Section 231(e)(8) | Priority #2 | All questions in Parts E and F |
| 9. | Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have | Priority #3 | All questions in Part I |

| | WIOA and State<br>Considerations | Florida's<br>Priority | Narrative<br>Prompt |
|---|---|---|---|
| | access to high quality professional development, including through electronic means. WIOA Section 231(e)(9) | | |
| 10. | Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways. WIOA Section 231(e)(10) | Priority #1<br>Priority #3 | C.2.<br>C.3.<br>D.1. |
| 11. | Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. WIOA Section 231(e)(11) | Priority #3 | G.1.d |
| 12. | Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance. WIOA Section 231(e)(12) | Priority #4 | All questions in Part L |
| 13. | Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. WIOA Section 231(e)(13) | Priority #1<br>Priority #3 | B.1 |
| 14. | While the following is not identified in WIOA section 231(e) as a consideration, it is a state consideration and priority. Family Literacy (Two Generation): the state will consider activities that are 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:<br>Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.<br>Interactive literacy activities between parents or family members and their children.<br>Training for parent or family members regarding how to be the primary teacher for their children and full partners in the education of their children.<br>An age-appropriate education to prepare children for success in school and life experiences. AEFLA Section 203(9)(A-D) | Priority #1<br>Priority #2<br>Priority #3<br>Priority #3 | All questions in Part J |

# Section 3: Resources to Support Application Process

## AEFLA Performance Accountability System and Reporting

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 US Department of Education (ED) and FDOE and administered in a pre- and post-test. An educational gain may also include students in ABE Level 5 who were awarded academic credit, or students who attained a high school diploma or equivalent.

**State Performance Accountability**
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.

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

**WIOA Annual Performance Report and National Reporting System (NRS)**
Annually, Florida negotiates State Performance Targets for Measurable Skill Gains for each program type and for Exit based performance outcomes, with the Office of Career, Technical and Adult Education (OCTAE). 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 U.S. Departments of Education and Labor have determined the types of data for evaluating the primary performance indicators and issued guidance for collecting and reporting the data.

**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).

| Program Number | CIP Number | Program Name |
|---|---|---|
| 9900000 | 1532010200 | Adult Basic Education (ABE) |
| 9900010 | 1532010202 | Adult High School |
| 9900040 | 1532010300 | Adult English as a Second Language (ESOL) |
| 9900050 | 1532010301 | English Literacy for Career and Technical Education (ELCATE) |
| 9900130 | 1532010207 | 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.

**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.

**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 Division of Career and Adult Education 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**
If, based on the eligible provider's local level performance, the Division of Career and Adult Education determines that a grantee is not properly implementing their AEPIP or is not making substantial progress, the division 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.

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 to the appropriate state reporting system to be used in NRS and the WIOA Annual Performance Report.

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.

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

**Project Performance and Accountability Chart in RFA**

| Project Performance and Accountability | | | |
|---|---|---|---|
| Scope of Work (see Project Design – Narrative) | Tasks (see Project Design – Narrative) | Deliverables | Due Date |
| Measurable Skill Gains (MSG) Performance Outcomes | | | |
| Student Performances:<br><br>Educational Functioning Levels (EFL) Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition and other literacy skills.<br><br>NRS reporting requires that the learner completes or advances one or more educational functioning level(s) or earns a standard diploma or high school equivalency.<br><br>Gains must be validated through the use of a NRS and State of Florida approved assessment instrument (see Program Background Information in the Attachments section) and in educational program areas which are reportable to the NRS and the state reporting systems. | Standardized Tests | Standardized Test Results | See appropriate data handbook for required reporting dates. |
| Exit Based Performance Outcomes | Note: States are required to collect and report this data. However, OCTAE has not established state performance targets for measures associated with these outcomes. | | |
| Employment Rate: Demonstrate students find employment by the second quarter after exit and the fourth quarter after exit | | | See appropriate data handbook for required reporting dates. Note: employment and placement information are not reported by agencies. These students are identified through a data matching process by the FETPIP office. |
| Median Earnings: Demonstrate the median wages of exiters who are found employed in the second quarter after exit. | Placement Data | Student Database | |
| Credential Attainment: Demonstrate that adult secondary students earn a high school diploma or equivalent within one year of exit and are found employed or enrolled in postsecondary.<br><br>Demonstrate that students who are concurrently enrolled in postsecondary attain a postsecondary credential within one year of exit. | Placement Data | Student Database | |

## 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.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml.

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.

## 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**<br>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**<br>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**<br>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. |

| | | | |
|---|---|---|---|
| **ABE Level 4**<br>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**<br>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. |

| ABE Level 6<br>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.

# ESL Educational Functioning Level Descriptors

| | Outcome Measures Definitions | | |
|---|---|---|---|
| | EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS | | |
| Literacy | 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.<br><br>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. |
| **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-gui

# FLORIDA'S INTEGRATED EDUCATION AND TRAINING (IET) GUIDE:

## 2021 - 2022



Florida Department of
EDUCATION
Career and Adult Education

# CONTENTS

# SECTION I.

## Vision for Strengthening Alignment between Adult Education, Postsecondary Education and the Workforce System

The Florida Department of Education's (FDOE) new vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy, digital literacy skills, and acquisition of industry-recognized credentials, postsecondary certifications and degrees in the state's high growth priority sectors. FDOE understands that a new vision and strategic direction is needed to realize adult education's role to expand workforce development and transition to postsecondary mission. 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 is an imperative.

## Integrated Education and Training in the Workforce Innovation and Opportunity Act (WIOA)

The reauthorization of the federal Workforce Innovation and Opportunity Act in 2014 included for the first time a requirement that states provide integrated education and training services.

Under the WIOA statute Sec. 203, IET is listed as one of several types of "adult education and literacy activities" that can be carried out by states and their Title II adult education providers with Sec. 231 funds. Sec. 243 of the statute specifies that grants for Title II integrated English language and civics education services must be offered "in combination with integrated education and training activities."

The WIOA regulations at §463.35-463.37 further clarify that integrated education and training has three required components — adult education and literacy activities, workforce preparation activities and workforce training — and that providers must balance the proportion of instruction across the three components, deliver the components simultaneously and use occupationally relevant instructional materials. The regulations also specify that IET programs must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies.

## Purpose of Florida's IET Guide

This guide provides information for adult education program administrators and practitioners on state policies for advancing integrated education and training. These policies are aimed at expanding equitable access to skill training, credentials and family supporting careers, particularly for those who have faced barriers to economic opportunity.

**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" (Final WIOA regulations at 34 CFR §463.35).

Integrated education and training (IET) has emerged as an approach to help individuals acquire key basic skills while pursuing occupational or industry-specific training. Under an IET model, participants receive simultaneous instruction in basic skills such as math, reading, or spoken English, as well as training for a workforce preparation, specific occupation or industry and

employability skills. Integrated education and training approaches are effective in part because they recognize that busy working adults need opportunities to acquire basic skills in a meaningful context that has an immediate application, enables credential attainment and can directly increase their earning power.

Florida provides policies to support the creation and growth of integrated education and training models. This guide offers information that local programs and administrators can use to drive the establishment or expansion of integrated education and training policies at the local level. It contains:

- Guidance on key elements of the state integrated education and training policy;
- Examples of integrated education and training models; and
- Templates for IET program development.

# INTRODUCTION

## What is integrated education and training?

For purpose of this guidance, integrated education and training 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 integrated education and training program 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 located in the resources section of the guide.

IET represents a wide spectrum of services to build foundational, employability and occupational skills. The integrated education and training program 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 Integrated Education and Training (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 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.

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 solution 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 integrated education and training 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.

To be part of a comprehensive career pathway, IET programs are required to have a sector 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 learning to secondary 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.

By establishing robust integrated education and training (IET) programs, local programs can:

- Build the capacity of adult education and higher education partners to implement integrated education and training programs; and

- Align integrated education and training with other state policies that support skills equity.

More broadly, local programs can increase postsecondary, career and credential attainment, particularly among workers with low basic skills and low incomes.

# SECTION 2.

## Florida's Integrated Education and Training Guidance

Florida defines a state integrated education and training policy as the development of career opportunities for students by requiring Integrated Education and Training models (IET) based on regional demand and aligned to postsecondary certifications, degrees resulting in higher student transitions to postsecondary, and employment.

A state priority is to implement a new vision and strategic direction for adult education providers through investment in integrated education and training programs. This priority 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 collaborating differently.

Moreover, Florida's focus is on closing the low and middle-skill gap with IET as a tool to equip workers to obtain in-demand jobs. Importantly, these policies typically enable workers to attain industry-recognized postsecondary credentials, therefore helping to ensure their longer-term employability.

FDOE promotes the planning, development and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or
occupational cluster for the purpose of educational and career advancement.

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.

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 integrated education and training 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 integrated education and training program is part of a career pathway.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

• Transition to and complete postsecondary education and training programs;
• Obtain and advance in employment leading to economic self-sufficiency; and
• Exercise the rights and responsibilities of citizenship (specifically for IELCE programs).

# SECTION 3.

## Integrated Education and Training (IET) Program Models

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

### Florida IET Model Descriptions

**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**
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.

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

**One Instructor Model**
The three components – adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor. The instructor 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 Partners**
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

**IET Reporting for 2020-2021 and 2021-2022**
A reporting survey will be sent out to providers to identify IET participants. The survey will inform the development of business rules for identifying 2022-2023 IET participants.

# SECTION 4.

## Resources for IET Program Design

Integrated Education and Training (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, non-sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family- sustaining wages.

- Integrated Education and Training website, https://www.fldoe.org/academics/career-adult- edu/adult-edu/adult-edu-career-pathways.stml
  - Florida Integrated Education and Training Guide (RTF)
  - Florida Single Set of Learning Objectives Template (RTF)
  - Florida Integrated Education and Training Program of Study Form (RTF)
  - Florida Career Pathway Development Guide (PDF)
- Implementation Guide – Information on IET, https://www.fldoe.org/core/fileparse.php/7515/urlt/ImplementationGuide.pdf
- Institute for the Professional development of Adult Educators (IPDAE), https://www.floridaipdae.org
- IPDAE recorded webinars, Resources, ABE – Webinars, https://www.floridaipdae.org/index.cfm?fuseaction=resources.ABE&caid=78496C73EC669ED91 9790382539D4C7F7AA2D8FAA11714C1B1AD7BCBC89FFCCC
  - Developing a Single Set of Learning Objectives

- Beginner guide to IET
- Moving IET Awareness for Beginners to Contextualized Application in any Program
- Building a Robust Career Pathway for Adult Education
- IET and Community/Industry Partnerships
- Leading the Way in Florida's IET Programs
- ACE of Florida, Grant Application Support Webinar Series, https://www.aceoffloridafoundation.org/training-workshops

## 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.

## Key Questions

- What jobs are associated with the training?
- What occupational skills course(s) are being for 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 collaborating instructors?
- How will participants be recruited or prepared for the IET program?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or specific support services needed?

# SINGLE SET OF LEARNING OBJECTIVES TEMPLATE

| | |
|---|---|
| Agency/District/College/School: | |
| Area of Focus (career/occupational cluster, career pathway, workforce focus): | |
| Program Type: | | Instructional Model: | |

| Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies | | | | | |
|---|---|---|---|---|---|
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities | Required Assessments |

| Learning Objective(s): | | | | | |
|---|---|---|---|---|---|
| | | Reading: | | | |
| | | Language Arts: | | | |
| | | Math: | | | |

| Learning Objective(s): | | | | | |
|---|---|---|---|---|---|
| | | Reading: | | | |
| | | Language Arts: | | | |
| | | Math: | | | |

| Area of Focus (career/ occupational cluster, career pathway, workforce focus): | Practical Nursing | | | |
|---|---|---|---|---|
| Program Type: | Adult Basic Education (LV. 2-4) | 2-4) Instructional Model: | Partially Integrated | |

| Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies | | | | |
|---|---|---|---|---|
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities | Required Assessments |

**Learning Objective(s): Students will be able to demonstrate the ability to read and effectively communicate accurate vital signs to patients, using proper medical terminology while paying attention to possible cultural differences, disabilities and/or barriers to communication.**

| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities | Required Assessments |
|---|---|---|---|---|---|
| 1 | 04.01 Demonstrate ability to accurately measure, document, and report vital signs. | Reading: domain-specific or informational text, making logical inferences text; citing specific textual evidence, summarization, key ideas and details. Language Arts: interpreting and articulating vital sign readings, acronyms and abbreviations, describing vital signs in writing | • Communicate clearly, effectively and with reason.<br>• Critical thinking<br>• Using information | Look at different dials (visual), mini-lesson on parts of sphygmomanometer<br><br>Identifying prefixes and suffixes in nursing<br><br>Essential Medical Terminologies<br><br>Act our mockk scenarios of vital sign conversation with patient<br><br>Recording vital signs with Vital Signs Flow Sheet | Scenario of readings and explain the medical situation of the patient and write recommendation<br><br>Read or review patients' vital signs flow chart and summarize the information orally or in writing.<br><br>Demonstrate a scenario (with an intended error) and ask peers to identify error and provide recommendations to improve communication. |
| | Math: Measurement, reading measurement scales, writing measurements, compare numbers, customary and metric differences | | | | |
| 2 | 09.01 Identify characteristics of successful and unsuccessful communication including communication styles and barriers | Reading: medical vocabulary | • Critical thinking<br>• Self-Management<br>• Understanding Systems<br>• Using information - ADA standards | Mock exercise of both effective and ineffective communication (show videos and analyze)<br><br>Mini lesson on barriers to communication such as disability, limited English proficiency and environment. | Watch videos and evaluate the effectiveness of communication.<br><br>Read scenarios and explain in writing how they will approach the situation.<br><br>Medical Terminology Quiz |

# 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

## English Language Tied to College, Careers

The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in the context of college and careers for learners who face the largest language gaps. Unlike traditional approaches — in which learners are expected to learn English before pursuing college or job-training — I-DEA teaches English in tandem with college and career skills. Students quickly learn skills relevant to their lives and careers.

## PennState Integrated Education and Training (IET) Library

- Contextualized Education
- Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

## 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.

## WIOA Performance Accountability Definitions

Definitions of terms related to the performance accountability system.

[1]Workforce Innovation and Opportunity Act Unified Plan, State of Florida, available at https://careersourceflorida.com/wp-content/uploads/2020/09/2020-2024-WIOA-Unified-Plan.pdf.

## Federal Regulations

U.S. Code of Federal Regulations
Title 34, Chapter IV, Part 463, Subpart D – What are adult education and literacy activities?

34 CFR §463.30 – "adult education and literacy activities" means programs, activities, and services that include:
- Adult education,
- Literacy,
- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities,
- Integrated English literacy and civics education,
- Workforce preparation activities, or
- Integrated education and training. (Authority: 29 U.S.C. 3272(2))

34 CFR §463.31 – What is an English language acquisition program?
The term "English language acquisition program" means a program of instruction -
a. 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
b. That leads to -
   - Attainment of a secondary school diploma or its recognized equivalent; and
   - Transition to postsecondary education and training; or
   - Employment. (Authority: 29 U.S.C. 3272(6))

34 CFR §463.32 – How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?

To meet the requirement in § 463.31(b) a program of instruction must:
- Have implemented State adult education content standards that are aligned with State-adopted challenging academic content standards, as adopted under the Elementary and Secondary Education Act of 1965, as amended (ESEA) as described in the State's Unified or Combined State Plan and as evidenced by the use of a State or local curriculum, lesson plans, or instructional materials that are aligned with the State adult education content standards; or
- Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; or
- Be part of a career pathway. (Authority: 29 U.S.C. 3112(b)(2)(D)(ii), 3272)

34 CFR §463.33 – What are integrated English literacy and civics education services?
- Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or 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.
- Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. (Authority: 29 U.S.C. 3272(12))

34 CFR §463.34 – What are workforce preparation activities?
Workforce preparation activities include 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.

- Utilizing resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce. (Authority: 29 U.S.C. 3272(17); P.L. 111-340)

WIOA Section 134(c) (3) (D), P.L. 113-128 – What are workforce training activities? Workforce Training may include:

a. occupational skill training;
b. on-the-job training;
c. incumbent worker training;
d. programs that combine workplace training with related instruction;
e. training programs operated by the private sector;
f. skill upgrading and retraining;
g. entrepreneurial training;
h. transitional jobs;
i. job readiness training provided in combination with services (a) through (h);
j. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (a) through (g); and
k. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

34 CFR §463.35 – What is integrated education and training?
The term "integrated education and training" refers to 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 education and career advancement. (Authority: 29 U.S.C. 3272(11))

34 CFR §463.36 – What are the required components of an integrated education and training program funded under title II?
An integrated education and training program must include three components:
- Adult education and literacy activities as described in §463.30.
- Workforce preparation activities as described in §463.34.
- 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) of the Act. (Authority: 29 U.S.C. 3272, 3174)

34 CFR §463.37 – How does a program providing integrated education and training under title II meet the requirement that the three required components be "integrated"?
To meet the requirement that the adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that—
a. Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training:
   1. 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;
   2. Occur simultaneously; and
   3. Use occupationally relevant instructional materials.

b.  The 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. (Authority: 29 U.S.C. 3272)

34 CFR §463.38 – How does a program providing integrated education and training under title II meet the requirement that the integrated education and training program be "for the purpose of educational and career advancement"?

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

•   The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and

•   The integrated education and training program is part of a career pathway. (Authority: 29 U.S.C. 3272, 3112)

# Integrated English Literacy and Civics Education (IELCE)

**New IELCE RFA Guidelines**

In this continuation year adult education grant application, each eligible provider may apply for funds in different federal funding streams by submitting separate grant applications for WIOA 231, WIOA 243, and/or WIOA 225:

- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA)
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- WIOA Section 225: Federal (AGE) Corrections Education

In the Budget Narrative Section each provider will be required to submit separate DOE101S Budget Narrative Forms to outline proposed allowable costs and activities per funding stream. If a grant application is approved for multiple 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 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.

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.

Eligible recipients may select the option of providing Integrated English Literacy and Civics Education as an activity or as a program. Program requirements differ depending on the source of AEFLA funding used.

Eligible recipients may select the option of providing Integrated English Literacy and Civics Education as services or as a program. Program requirements differ depending on the source of AEFLA funding used.

Integrated English Literacy and Civics Education Activities (Section 231):
- May be provided by an eligible provider as a required local activity under WIOA Section 231(b).
- The education services provided to ELLs enable 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.
- Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- The services may include workforce training.

Integrated English Literacy and Civics Education Program (Section 243):
- Must be provided by an eligible provider as a program as outlined in WIOA Section 243

- IELCE funds must be used to 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
- Integrated with the local workforce development system and its functions to carry out the activities of the program.

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.

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. They would also benefit from learning about community resources, career exploration/planning, and consumer education.

Grant awards for IELCE will result in integrated instructional programs and services that incorporate English literacy instruction, civics education, workforce preparation activities and simultaneous enrollment in a career and technical certificate program.

Your IET program refers to the required IET component of your overall IELCE program that students may access, regardless of the funding source or agency control of that IET component.

Regulation 34 CFR 463.70, requires IELCE services be delivered in combination with IET activities. Regulation 34 CFR 463.36, IET activities include adult education and literacy activities, workforce preparation activities, and workforce training.

## 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.

**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:
- aligns with the skill needs of industries in the economy of the state or regional economy involved;
- 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);

- includes counseling to support an individual in achieving the individual's education and career goals;
- 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;
- 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;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- 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.

**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—
- who has attained 16 years of age, is not enrolled or required to be enrolled in secondary school under state law; and
- 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
- whose native language is a language other than English; or
- 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:
1. instruction in literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. 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).

**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.

**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.

## 12-E: Student Data Summary

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.stml. 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.

| Student Data Summary Form Elements | |
|---|---|
| **Basic Student Information** | |
| **Required** | **Background Data**[1] |
| Name | Youth in Foster Care |
| Address | Single Parent/Pregnant |
| Phone | Employment Barriers |
| Email (for online access) | Income Status Barriers |
| Date of Birth | Ex-offender |
| Enrollment date | Low Income |
| Separation date | Migrant or Seasonal Worker or Dependent |
| Gender | Homeless |
| Race | Displaced Homemaker |
| Ethnicity | On Public Assistance |
| SSN (If available) | Highest School Grade Completed* |
| | Location of Schooling* |
| **Assessment Data** | Employment Status* |
| Test Name | |
| Test Form | |
| Test Level | |
| Test Date | |
| Test Score | |
| **Institutional Programs**<br>(if applicable) | **Program type**<br>(student <u>must</u> select all that apply) |
| Correctional Facility | ABE |
| Community Correctional Program | Adult Secondary Education (AHS, HSED) |
| Other Institutional Setting | 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.

## WIOA 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

**Vision for the One-Stop Delivery System Under WIOA**
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-one-stop-vision.pdf
Program Memorandum 17-4 – One-Stop Operations Guidance for the American Job Center Network,
jointly issued by DOL-ETA, ED-OCTAE/RSA, and HHS-ACF, provides general guidance for the
implementation of operational requirements under WIOA pertaining to the one-stop delivery system.

**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

**College and Career Readiness Standards**
 https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

**Employability Skills Framework**
http://cte.ed.gov/employabilityskills/

**Career Pathways and English Language Learners**
www.Clasp.org

**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


## Additional state, federal laws and regulations

§ 463.24 How must an eligible provider establish that it has demonstrated effectiveness?

**(a)** For the purposes of this section, an eligible provider must demonstrate past effectiveness by
providing performance data on its record of improving the skills of eligible individuals, particularly
eligible individuals who have low levels of literacy, in the content domains of reading, writing,
mathematics, English language acquisition, and other subject areas relevant to the services contained in

the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

**(b)** There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

**(1)** An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

**(2)** An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

(Authority: 29 U.S.C. 3272(5))