Putting Florida's Adult Learners First:

Adult Education And Family Literacy Act
2023-2024 Grant Competition

Consolidated Adult General Education (AGE),
Integrated English Literacy and Civics Education (IELCE),
and Corrections Education Discretionary Competitive Grants

IMPLEMENTATION GUIDE
2023-2024

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Purpose of the AEFLA Application Implementation Guide

The Florida Department of Education (FDOE) Division of Career and Adult Education (DCAE) offers the Implementation Guide as a resource for agencies submitting applications for funding under the Workforce Innovation and Opportunity Act (Public Law 113-128 (29 U.S.C. Sec. 3101, et. Seq.)) of 2014, Adult Education and Family Literacy Act (Title II). Regulations and guidelines governing programs are codified in the Code of Federal Regulations (CFR), Title 34 CFR Parts 461, 462, 463 et al. and Title 2 CFR 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Applicants should also read the [State of Florida WIOA Unified Plan](#) to understand Adult Education's role as a core partner in Florida's Workforce Development System. Florida is committed to ensuring adult learners have access to high quality education and training opportunities. Through this Request for Proposals (RFP), Florida's adult learners will earn tangible learning gains that propel them toward gainful employment and lifelong success.

The purpose of this guide is to provide eligible applicants with an understanding of major changes within the 2023-2026 RFP cycle and state requirements developed to compliment the new direction for adult education. The Implementation Guide serves as a resource to provide qualified applicants with guidelines, instructions, and key information necessary to understand the application process and, ultimately, submit a successful grant application to support adult education programs and students.

The 2023-2024 Implementation Guide is organized into the following four sections:

SECTION 1
Overview of the Workforce Innovation and Opportunity Act and Title II, Adult Education and Family Literacy Act

SECTION 2
The Basics for Getting Started

SECTION 3
Narrative Requirements and the Consolidated Grant Excel Workbook

SECTION 4
Supplemental Funding Opportunities for Collective Grant Applications

SECTION 1: Overview of the Workforce Innovation and Opportunity Act and Title II, Adult Education and Family Literacy Act

Workforce Innovation and Opportunity Act (WIOA)

The federal 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 to prepare individuals seeking employment in the jobs of today and of the future. Moreover, added emphasis is placed on the need for access to integrated workforce services for all individuals to positively and permanently impact the ability to obtain family-sustaining wages.

The WIOA is comprised of five titles (see below) that include the following required core programs: Adult, Dislocated Worker, Youth, Adult Education and Family Literacy Act (AEFLA), Wagner-Peyser Act, and Vocational Rehabilitation, including Blind Services.

Titles of the Workforce Innovation and Opportunity Act of 2014

Title I	Workforce Development Activities
Title II	Adult Education and Family Literacy Act (AEFLA)
Title III	Amendments to the Wagner-Peyser Act
Title IV	Amendments to the Rehabilitation Act of 1973
Title V	General Provisions

To foster collaboration and integration, WIOA requires each State to submit a plan outlining the strategic vision of, and goals for, how the workforce development system will achieve the purposes of the WIOA. The State of Florida WIOA Unified Plan serves as our 4-year action plan (2020-2024) to develop, align, and integrate programs across core workforce partners and provide a platform for achieving three strategic and operational goals:

1. Enhance alignment and market responsiveness of workforce, education, and economic development systems through improved service integration that provides businesses with skilled, productive, and competitive talent and Floridians with employment, education, training and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers and lifelong learning.

2. Promote accountable, transparent, and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices, and empowers an effective and efficient workforce delivery system.

3. Improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and post-secondary education opportunities.

WIOA Title II, Adult Education and Family Literacy Act (AEFLA)

The AEFLA, Title II of WIOA, is the principal source of federal funding for adult education programs across the country. The AEFLA presents an extraordinary opportunity to improve the quality of life for Floridians needing the knowledge and skills necessary for employment and economic self-sufficiency. The services provided under the AEFLA are intended to lead to further education, training opportunities and work. The AEFLA 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 AEFLA also aims to assist in the transition to postsecondary education and training with the integrated education and training (IET) service delivery approach.

Florida's Vision for Adult Education

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

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

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

Florida's Strategic Priorities

Strategic priorities are the core building blocks for realizing Florida's strategic vision for adult education that holds learners at the center and delivers outcomes that promote full participation in the workforce, resulting in credentials of value and closes equity and achievement gaps. The 2023-2024 RFP is organized by the following four priorities:

PRIORITY 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

PRIORITY 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.

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

PRIORITY 4: Incent, measure, and support enhanced program effectiveness.

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

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

FDOE's strategic vision presents opportunities for adult education and core WIOA partners, programs, and learners, to adapt and respond in different ways to dynamic economic conditions. Thus, shifting to new ways of working together and partnering differently. To translate this vision into action, FDOE is issuing this RFP as a three-year grant, supporting two types of proposals: A) an *individual* adult education provider proposal and B) a *collective* adult education provider proposal. The purpose of the *collective* adult education provider proposal is to strengthen regional partnerships and support agencies and organizations selecting to work together, under one fiscal agent, in offering adult education services to two or more counties.

The intent of the *collective* provider proposal is to support the development of regional partnerships to:

- Provide a full spectrum of services for all adult learners, including transitions to postsecondary education and employment.
- Braid state and federal funding, public systems assets and resources for greater impact.
- Communicate and share regional issues and best practices.
- Coordinate outreach to regional businesses.
- Promote regional labor market and skills gap analyses, identify credentials of value needed, and coordinate for employment in target sectors.
- Conduct inclusive 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.

The decision to support two types of grant proposals was made following a year of research, engagement, and collaboration with Florida's adult education providers, core workforce partners, and additional stakeholders in 2022. These efforts included a statewide needs assessment for adult

education (conducted in 12 working regions) and stepwise strategic planning aimed at identifying localized gaps in service and regional opportunities to leverage the expertise and strengths amongst providers, partners, and stakeholders.

The option to submit either an *individual* or *collective* grant proposal recognizes the potential power of partnerships and collaborative networks in ensuring adult learners have broad access to a range of programs and services while also understanding the 1) individualized needs and sometimes geographically-isolated nature of adult education programs across our state, and the 2) difficulty associated with developing fiscal relationships across multiple agencies. However, it is important to note that all adult education providers should be prepared to submit a collective application in subsequent grant cycles.

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

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

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

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

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

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

Credentials of value help qualify an individual for employment in an industry or sector that offers at least a family-sustaining wage or allows an individual to move up in an industry that requires the

credential to advance. Credentials of value should be portable and transferable among employers within an industry, allowing people choice and flexibility to move between jobs. The term, credentials of value, is synonymous with WIOA's definition of recognized postsecondary credential (section 3(52)) *-- a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.*

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

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

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

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

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

Section 2: The Basics for Getting Started

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KEY POINTS

- Grant applications are DUE no later than 11:59:00 pm EST on June 14, 2023.

- Applicants can apply for an Adult General Education Grant and/or an Integrated English Literacy Civics Education Grant and/or a Corrections Education Grant by submitting one consolidated proposal.

- The Consolidated Adult Education RFP supports a three-year grant cycle beginning on July 1, 2023 and ending June 30, 2026. Funding is contingent upon an annual renewal process.

- Although this is a consolidated RFP, FDOE is accepting **TWO** types of grant proposals: A) an *individual* adult education provider proposal and B) a *collective* adult education provider proposal. The grant proposal narrative and workbook can **ONLY** be submitted for **ONE** proposal type, *individual or collective*.

- Funded programs are responsible for aligning with their Local Workforce Development Board's Plans, collaborating with the local one-stop and collecting and reporting on required demographic and performance data.

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What grants can I apply for?

FDOE is awarding multi-year grants on a competitive basis to eligible adult education providers to develop, implement, and improve adult education and literacy in Florida. The following briefly describes the three available grants available in this consolidated application:

Federal Funding Streams
In this consolidated grant application, each eligible provider may apply for funds in three different federal funding streams: AGE, IELCE, and Corrections Educations.
- 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: Corrections Education and Other Institutionalized Individuals

Applicants will be required to identify the WIOA programs (Section 231, Section 243, Section 225 or a combination of sections) for which funding is being sought in the application.

All three grants in this consolidated application detail the following critical features:
- Funding purpose
- Eligible populations to be served with funds
- Eligible providers authorized under WIOA to provide services
- Funding amounts made available
- Budget and program performance period
- Application due dates and other related timelines and contact information
- Critical federal and state information such as administrative and indirect costs, program

- income and equipment purchases, record retention, allowable and unallowable expenditures
- Electronic method of submission and conditions for acceptance
- Method of application review

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

What programs and activities are allowed by each federal funding stream?

Adult General Education (AGE), Section 231, TAPS# 24B022

In Florida, Adult General Education includes instructional programs that provide Adult Basic Education (ABE), Adult Secondary Education (ASE), and may include English Language Acquisition (ELA).

Funds made available through AEFLA are purposed to supplement (not supplant) other state or local funds expended for adult education and literacy activities. Funding is made available to eligible providers for the following adult education and literacy activities as defined in Section 203(2):

- 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
- Integrated education and training

In accordance with AEFLA Section 231(a-b), allocated funds enable eligible providers to develop, implement and improve adult education and literacy activities within the state and operate programs that provide such activities including programs that provide such activities concurrently. Pursuant to AEFLA, Section 203(9)(A-D), **Family Literacy Education** supports and improves two-generation programs statewide through the following activities:

1. Two-generation models for both parent and children for pre-school and other child-literacy oriented services and adult education and literacy activities that lead to workforce preparation and readiness for postsecondary education or training, career advancement and economic self-sufficiency.
2. Interactive literacy and literacy achievement between parents or family members and their children.
3. 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.
4. An age-appropriate education to prepare children for success in school and life experiences.

Corrections Education and Other Institutionalized Individuals, Section 225, TAPS# 24B021

Pursuant to AEFLA, Section 225(a-e), Programs for Corrections Education and Other Institutionalized Individuals, funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for;

- Adult Education and Literacy activities
- Special education programs as determined by the eligible agency
- Secondary school credit
- Integrated education and training
- Career pathways
- Concurrent enrollment
- Peer tutoring
- Transition to re-entry and other post-release services with the goal of reducing recidivism.

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Applicants applying to provide services under Section 225 must indicate so in the submitted proposal and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this proposal will apply to grantees funded under Section 225.

State Requirement: Local providers may apply for up to $100,000 per application; State Governmental Agencies may apply for up to $1,000,000.

Integrated English Literacy and Civics Education, Section 243, TAPS# 24B023

Pursuant to AEFLA, Section 243 (c) **Integrated English Literacy and Civics Education,** each program that receives funding under this section shall be 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 activities of the program.

The Integrated English Literacy and Civics Education (IELCE) program funded through Section 243 includes education services provided to English language learners who are adults, including professionals with degrees and credentials earned in their native countries. These services 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. Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension); and
- Literacy (reading and writing); and
- Civics education (the rights and responsibilities of citizenship and civic participation);
- Integrated Education and Training (IET). See Appendix C: Integrated Education and Training Program of Study Template**.** IELCE providers must offer a minimum of one IET program annually. Students do not have to attend the IET program but must be provided the opportunity. This is a **state requirement.**

WIOA [§134(C)(3)(D)] defines IET as a service approach which provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupational cluster.

Applicants applying to provide services under Section 243 must indicate so in the submitted application and responses to narrative questions must address the provision of services to the IELCE program. All assurances and requirements described in this proposal will apply to grantees funded under Section 243.

The table on the following page serves as a quick guide to allowable activities for each funding stream.

Allowable Activities by Federal Funding Stream

Funding Stream	Programs Included in Funding Stream	Allowable Activities
Federal (AGE) (AEFLA Section 231) TAPS# 24B022	• Adult Basic Education, Adult Secondary Education OR English Language Acquisition • Integrated Education and Training (IET) • Integrated English Literacy and Civics Education in combination with IET • FDOE Requirement: Eligible provider can ONLY use AEFLA funds to support DOE approved IET programs.	• Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities for citizenship and civics participation
Federal (AGE) Corrections Education (AEFLA Section 225) TAPS# 24B021	• Literacy activities • Secondary School Credit • English Language Acquisition Activities • Integrated Education and Training (IET) • Workplace Preparation and Training Activities • Special Education Programs as, determined by the eligible agency. • Concurrent Enrollment • Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. • Eligible provider can ONLY use AEFLA funds to support FDOE approved IET programs.	• Family Literacy (Two-Generation) • IET Activities • Workplace Preparation and Training Activities • English Language Instruction • Rights and responsibilities for citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities
Federal (IELCE) (AEFLA Section 243) TAPS# 24B023	• Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET) • Eligible provider can ONLY use AEFLA funds to support FDOE approved IET programs.	• English Language Instruction • Rights and responsibilities for citizenship and civics participation • IET Activities • Workforce Preparation and Training Activities

Who can apply?

An "eligible provider" is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities (WIOA Title II Section 203(5); 34 CFR 463.23).

These organizations may include, but are not limited to:

a. local educational agencies;
b. community-based or faith-based organizations;
c. volunteer literacy organizations;
d. institutions of higher education;
e. public or private nonprofit agencies;
f. libraries;
g. public housing authorities;
h. consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
i. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals;
j. partnerships between employers and entities described (a) through (i) of this section.

Are applications pre-screened?

Yes, all applications will be screened prior to review to establish demonstrated effectiveness.

Per WIOA Final Rules Subpart 34 CFR § 463.24, eligible providers must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals, particularly eligible individuals with low levels of literacy, or English language learners. The FDOE **demonstrated effectiveness verification process will take place before applications are reviewed and considered for funding.** This process establishes that applicants who submit proposals are demonstrating effectiveness, and therefore, may receive funding.

Demonstrated Effectiveness – The Basics

To establish demonstrated effectiveness, each individual provider or collective will complete the **Adult Education Demonstrated Effectiveness Table** (Tab C) in the Consolidated Grant Excel Workbook. After application submission and prior to review/scoring, FDOE will verify demonstrated effectiveness to determine if applicants are eligible to receive funding.

- Each individual provider or collective member must establish that it has demonstrated effectiveness through recorded performance data of improving the skills of eligible individuals, particularly those who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds.

- Each individual provider or collective member must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or it recognized equivalent, and transition to postsecondary education and training (34 CRF part 463.24).

- Eligible providers are only required to provide performance data for those subject areas relevant to the allowable activities that will be supported by this grant application.

- Eligible providers applying as a collective must provide evidence of demonstrated effectiveness and submit performance data for **each agency/entity that is a collective member.**

- The FDOE reserves the right to request the data source from the applicant agency to determine evidence of demonstrated effectiveness.

- **Florida's Standard for Demonstrated Effectiveness:** Applicants must achieve <u>at least a one percent</u> completion rate in Measure 2 - *% of all participants who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in the application for each year 2020-2021 and 2021-2022.*

- Eligible Providers that do not submit sufficient evidence of demonstrated effectiveness, by supplying the required data, will be deemed ineligible to compete for AEFLA funding, removed from the competition and notified.

- ONLY eligible providers that demonstrate effectiveness will be advanced through the grant application review process and be considered for funding.

Demonstrated Effectiveness – Method for Providing Evidence

Eligible applicants will fall into the following categories:

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

A single demonstrated effectiveness submission will be used for the consolidated application irrespective of the number of programs for which funding is sought (AGE, IELCE, Corrections, or a combination).

How do I submit a grant application?

This is a consolidated Adult Education RFP that allows eligible providers to submit a single grant narrative to FDOE for specific funds to support allowable programs and activities under the AGE, IELCE, and Corrections Education grant funding streams. It is **important to note** the submission of the consolidated RFP proposal and workbook through the Office of Grants Management's Sharefile Folder is a critical step in the application process. Specific attention should be given to correctly following all instructions for submission. Failure to do so may result in delays to reviewing applications.

What proposal types are accepted?

FDOE is accepting **TWO** types of grant proposals: A) an *individual* adult education provider proposal and B) a *collective* adult education provider proposal. The grant proposal narrative and workbook can **ONLY** be submitted for **ONE** proposal type, *individual or collective*.

A. *Individual Provider Proposal*
   Individual provider grant proposals may include narrative and support for services provided in a single county, therefore applying for allocated funding amounts in each funding stream for that one county, in whole or in part.

B. *Collective Provider Proposal*
   Collective provider grant proposals must include narrative and support for services provided in a defined geographic area that includes two or more counties where adult education will be delivered. Collective provider grant proposals must identify one agency that will act as the lead for the collective. The lead agency shall submit a single grant proposal on behalf of the collective outlining a plan to provide adult education and literacy activities throughout the defined geographic area, explaining the roles and responsibilities of each member agency.

   The lead agency shall serve as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for FDOE. The lead agency is responsible for overseeing the implementation of the grant including the project plan, grant project monitoring, and fiscal management. All collective members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

   Demonstrated effectiveness data from each member of the collective will be evaluated to determine if each member is an eligible provider of adult education. Each collective member agency must be determined by FDOE to be an eligible provider of demonstrated effectiveness for the collective application to be forwarded for review, scoring and consideration for funding.

Due to the nature of collective provider grant proposals and geographic service areas covering multiple counties, all collective provider proposals **must include** narrative and support for **both AGE and IELCE** funding streams for consideration. Additionally, collective provider proposals must include assurances to protect individual county funding allocations in service of adult learners in that geographic area.

Do I need to complete a Notice of Intent-to-Apply?

Yes. A **mandatory** Notice of Intent to Apply form must be submitted to FDOE by **Friday, June 2, 2023.**

The Notice of Intent to Apply provides the FDOE with the necessary information needed to create your agency's Office of Grants Management cloud-based "ShareFile" account associated with each TAPS number. Each agency is required to list two (2) individuals who may access the ShareFile account associated with the Adult Education Grant.

The Notice of Intent to Apply is **mandatory** to be issued ShareFile folders to submit the grant application. However, eligible organizations which file an intent-to-apply are not required to apply.

The link to submit your agency's Notice of Intent to Apply for the 2023-24 Consolidated RFP is: https://www.surveymonkey.com/r/8ZG3RS7

Who do I contact with grant application questions?

After reviewing all application materials including the RFP and Implementation Guide, eligible applicants may submit questions to the FDOE office. Questions must be submitted in writing to Mallory.Martinez@fldoe.org. No phone calls will be accepted. Questions and responses will be posted on the FDOE website at: www.fldoe.org.

How do I submit a grant proposal to the FDOE?

A grant proposal can only be submitted to the FDOE through the Office of Grants Management's ShareFile Folders. The Office of Grant Management will create a cloud-based ShareFile account and folder specific to your agency and each TAPS number according to the information submitted in your agency's Intent to Apply.

Once ShareFile Folders have been created and assigned, all required application materials must be submitted electronically to the Office of Grants Management via ShareFile Folders as specified in the table below. When using the file naming convention, collective provider proposals should reflect the agency name and number of the lead fiscal agent.

When reviewing submission instructions, specific attention should be given to the federal funding source(s) requested by your agency's grant proposal. If more than one funding source is being applied for, multiple uploads of the same grant narrative and workbook will be **required** with **different** naming conventions based on the funding stream (AGE, IELCE, Corrections, or a combination of sections) and corresponding ShareFile folder. A DOE 100A specific to the TAPS# and funding source will also be required for submission to its corresponding ShareFile folder. DOE100A forms specific to each funding source can be found in the Appendices.

If you have questions regarding the submission of your grant proposal to ShareFile, please review all RFP documents provided and the streamed and recorded funding webinars prior to submitting questions to the FDOE.

Grant Application ShareFile Submission Instructions	
Request Type	**Files to Upload**
If applying for **AGE Funds Only** **TAPS# 24B022**	Upload all AGE files via ShareFile folder **AgencyNumber_AgencyName_XXB022_submitcompetition** 1. DOE 100A for **AGE Funds Request** (PDF) • See *note below regarding the DOE100A. 2. Grant Narrative Section (PDF) • Combine narrative into one single PDF file, including attachments • File Naming Convention: o 999_Agency Name_AGE Narrative.pdf. o Replace the number "999" with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) • File Naming Convention: • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number "999" with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) • File Naming Convention: • 999_Agency Name_AGE AEFLA workbook.xlsx. • Replace the number "999" with your agency grant number
If applying for **IELCE Funds Only** **TAPS# 24B023**	Upload all IELCE files via ShareFile folder **AgencyNumber_AgencyName_XXB023_submitcompetition** 1. DOE 100A for **IELCE Funds Request** (PDF) • See *note below regarding the DOE100A. 2. Grant Narrative Section (PDF) • Combine narrative into one single PDF file, including attachments • File Naming Convention: o 999_Agency Name_IELCE Narrative.pdf. o Replace the number "999" with your agency grant number 3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word) • File Naming Convention: • 999_Agency Name_IET Program_AEFLA.doc. • Replace the number "999" with your agency grant number 4. AEFLA Consolidated Grant Workbook (Excel) • File Naming Convention: • 999_Agency Name IELCE AEFLA workbook.xlsx. Replace the number "999" with your agency grant number

Request Type	Files to Upload

If applying for **Corrections Funds Only**
 	
TAPS# 24B021
	Upload all Corrections files via ShareFile folder
	AgencyNumber_AgencyName_XXB021_submitcompetition
	
	1. DOE 100A for **Correction Funds Request** (PDF)
	   • See *note below regarding the DOE100A.
	
	2. Grant Narrative Section (PDF)
	   • Combine narrative into one single PDF file, including attachments
	   • File Naming Convention:
	      o 999_Agency Name_Corrections Narrative.pdf.
	      o Replace the number "999" with your agency grant number
	
	3. IET Program of Study(ies) for <u>NEW</u> IET Programs requiring approval by FDOE (Word)
	   • File Naming Convention:
	      • 999_Agency Name_IET Program_AEFLA.doc.
	      • Replace the number "999" with your agency grant number
	
	4. AEFLA Consolidated Grant Workbook (Excel)
	   • File Naming Convention:
	      • 999_Agency Name_Corrections AEFLA workbook.xlsx.
	      Replace the number "999" with your agency grant number

If applying for **AGE and IELCE Funds**
 	
TAPS# 24B022
 	
AND
 	
TAPS# 24B023
	Upload to **multiple folders** will be required as follows:
	<u>Upload all AGE files via ShareFile folder</u>
	AgencyNumber_AgencyName_XXB022_submitcompetition
	
	1. DOE 100A for **AGE Funds Request** (PDF)
	   • See note below regarding the DOE100A.
	
	2. Grant Narrative Section for AGE and IELCE (PDF)
	   • Combine narrative into one single PDF file, including attachments
	   • File Naming Convention:
	      o 999_Agency Name_AGE-IELCE Narrative.pdf.
	      o Replace the number "999" with your agency grant number
	
	1. IET Program of Study(ies) for <u>NEW</u> IET Programs requiring approval by FDOE (Word)
	   • File Naming Convention:
	      • 999_Agency Name_IET Program_AEFLA.doc.
	      • Replace the number "999" with your agency grant number
	
	4. AEFLA Consolidated Grant Workbook (Excel)
	   • File Naming Convention:
	      • 999_Agency Name_AGE-IELCE AEFLA workbook.xlsx.
	      • Replace the number "999" with your agency grant number
	
	<u>Upload all IELCE files via ShareFile folder</u>
	AgencyNumber_AgencyName_XXB023_submitcompetition
	
	1. DOE 100A for **IELCE Funds Request** (PDF)
	   • See *note below regarding the DOE100A
	
	<u>AND</u> Files 2-4 above with the same naming convention

Request Type	Files to Upload

If applying for AGE and Corrections Funds
 	
TAPS# 24B022
 	
AND
 	
TAPS# 24B021
	Upload to **multiple folders** will be required as follows:
	
	Upload all AGE files via ShareFile folder
	AgencyNumber_AgencyName_XXB022_submitcompetition
	
	1. DOE 100A for **AGE Funds Request** (PDF)
	   • See *note below regarding the DOE100A.
	
	2. Grant Narrative Section for AGE and IELCE (PDF)
	   • Combine narrative into one single PDF file, including attachments
	   • File Naming Convention:
	      o 999_Agency Name_AGE-CORRECTIONS Narrative.pdf.
	      o Replace the number "999" with your agency grant number
	3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word)
	   • File Naming Convention:
	     • 999_Agency Name_IET Program_AEFLA.doc.
	     • Replace the number "999" with your agency grant number
	
	4. AEFLA Consolidated Grant Workbook (Excel)
	   • File Naming Convention:
	     • 999_Agency Name_AGE-CORRECTIONS AEFLA workbook.xlsx.
	     • Replace the number "999" with your agency grant number
	
	Upload all Corrections files via ShareFile folder
	AgencyNumber_AgencyName_XXB021_submitcompetition
	
	1. DOE 100A for **Corrections Funds Request** (PDF)
	   • See *note below regarding the DOE100A
	
	<u>AND</u> Files 2-4 above with the same naming convention

Request Type	Files to Upload

If applying for **AGE, IELCE, and Corrections Funds**
 	
TAPS# 24B022
 	
AND
 	
TAPS# 24B023
 	
AND
 	
TAPS# 24B021
	Upload to **multiple folders** will be required as follows.
	
	Upload all AGE files via ShareFile folder
	AgencyNumber_AgencyName_XXB022_submitcompetition
	
	1. DOE 100A for **AGE Funds Request** (PDF)
	   • See *note below regarding the DOE100A.
	
	2. Grant Narrative Section for AGE and IELCE (PDF)
	   • Combine narrative into one single PDF file, including attachments
	   • File Naming Convention:
	     o 999_Agency Name_AGE-IELCE-CORRECTIONS Narrative.pdf.
	     o Replace the number "999" with your agency grant number
	
	3. IET Program of Study Template(s) completed for any <u>NEW</u> IET Programs requiring review and approval by FDOE (Word)
	   • File Naming Convention:
	     • 999_Agency Name_IET Program_AEFLA.doc.
	     • Replace the number "999" with your agency grant number
	
	4. AEFLA Consolidated Grant Workbook (Excel)
	   • File Naming Convention:
	     • 999_Agency Name_AGE-IELCE-CORRECTIONS AEFLA workbook.xlsx.
	     • Replace the number "999" with your agency grant number
	
	Upload all IELCE files via ShareFile folder
	AgencyNumber_AgencyName_XXB023_submitcompetition
	
	1. DOE 100A for **IELCE Funds Request** (PDF)
	   • See *note below regarding the DOE100A
	
	<u>AND</u> Files 2-4 above with the same naming convention
	
	Upload all Corrections files via ShareFile folder
	AgencyNumber_AgencyName_XXB021_submitcompetition
	
	1. DOE 100A for **Corrections Funds Request** (PDF)
	   • See *note below regarding the DOE100A
	
	<u>AND</u> Files 2-4 above with the same naming convention

Section 3: Narrative Requirements and the Consolidated Grant Workbook

KEY POINTS

- When responding in the narrative section, eligible providers (individual or collective) must provide three-years of detailed responses to address adult education activities and services related to **each** federal funding stream. For example, if applying for AGE, Corrections, and IELCE funds, the narrative response must address specific details related to all three programs. Collective provider grant proposals must address activities and services in each federal funding stream for the entire geographic region.
- Separate IET programs are required for AGE, Corrections Education, and IELCE programs.
- AGE and IELCE funds may be used to support Family Literacy (Two-Generation) activities.
- In the **Budget Narrative** each eligible provider (individual or collective) will be required to submit a separate DOE101S Budget Narrative Form to outline proposed allowable costs and activities per funding stream. If a grant application is approved for the funding stream, FDOE will create separate project numbers for each and will issue individual DOE 200 Award Notifications per funding stream. Providers will be required to maintain separate fiscal records.
- 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.
- Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIOA Title II AEFLA grant.

The purpose of this section is to provide an overview of the narrative components of all three grants included in the consolidated grant application as well as a step-by-step guide to the consolidated excel grant workbook.

Grant Application Overview

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

Overview of Consolidated Grant Narrative with Corresponding WIOA Considerations

Section	# of Questions	# of Points	Required Information	WIOA Consideration(s)
Pre-Application Screening Requirements			✓ General Information (Grant Workbook, Tab B)	
			✓ Demonstrated Effectiveness Report (Grant Workbook, Tab C)	3
Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes		25 Maximum		1, 2, 4, 10, 13
✓ **Part A: Needs Assessment**	6	5	✓ Grant Narrative ✓ Past Performance Table (Grant Workbook, Tab D1 or D2) ✓ Enrollment Targets Table (Grant Workbook Tab E)	1, 2, 5, 6, 8
✓ **Part B: Regional Partnerships and Collaborative Networks**	3	10	✓ Grant Narrative ✓ Partnership Chart (Grant Workbook, Tab F)	1, 10, 13
✓ **Part C: Alignment with One-Stop Partners and Coordination**	2	10	✓ Grant Narrative ✓ Partnerships Chart (Consolidated Workbook, TAB F) ✓ Executed MOU with LWDB ✓ LWDB Plan Executive Summary (Appendix B)	10
Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees		25 Maximum		2, 8
✓ **Part D: IET Programs and Credentials of Value**	5	15	✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C)	5, 8

✓ **Part E: Data Driven Credentials of Value through IET**	3	10	✓ Grant Narrative	8
Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community		25 Maximum		5, 6, 7, 9, 10, 11, 13
✓ **Part F: Quality Program Offerings**	6	15	✓ Grant Narrative ✓ Program Offerings Summary (Grant Workbook, Tab G)	2, 5, 6, 11
✓ **Part G: Technology and Online Learning**	2	5	✓ Grant Narrative	2, 7, 12
✓ **Part H: Instructional Personnel and Professional Development**	4	5	✓ Grant Narrative ✓ Personnel Chart (Grant Workbook, Tab I)	9, 10
✓ **Part I: Performance Outcomes**	5	Not Scored	✓ Grant Narrative ✓ Past Performance Table (Grant Workbook, Tab D1 or D2)	3
Priority 4: Incent, measure, and support enhanced program effectiveness		25 Maximum		3, 12
✓ **Part J: Comprehensive Performance Monitoring**	3	10	✓ Grant Narrative	3
✓ **Part K: Budget Narrative**	3	15	✓ Grant Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N)	12
✓ **Part L: General Education Provisions for Federal Programs (GEPA)**	1	Not Scored	✓ Grant Narrative	2, 5, 6, 8, 11

✓ Part M: Family Literacy and Two Generation Approaches	3	Not Scored	✓ Grant Narrative	14
Only complete if also applying for Corrections Education, Section 225 funds.				
✓ **Corrections Education**	4	10	✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C) ✓ Corrections Education Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N)	2, 5, 6, 11
Only complete if also applying for IELCE, Section 243 funds.				
✓ **IELCE**	6	10	✓ Grant Narrative ✓ IET Offering Summary (Grant Workbook, Tab H) ✓ IET Program of Study Template (Appendix C) ✓ IELCE Budget Narrative ✓ Form DOE 101S for each funding stream (Grant Workbook - AGE, Tab L; Corrections, Tab M; IELCE, Tab N)	2, 5, 6, 11, 13

Program Narrative Component Quick Guide

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

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

Part A – Needs Assessment (5 points)

Questions in Part A provide the applicant the opportunity to describe the labor market needs, community demographics of the defined geographic area, and the various data sources used to define the population that can benefit from instruction in adult education. Additionally, Part A allows the provider to describe how they plan to meet the needs of the area, define the services to be offered, and how they plan to recruit and serve adult learners in need in their communities. Narrative should address and be organized as follows:

1. Describe the labor market needs that have been identified in the Local Workforce Plan(s) and Regional Needs Assessments (include data sources).

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.

3. Complete the **Adult Education Past Performance Table,** (Consolidated Excel Workbook, TAB D1 for currently funded applicants and TAB D2 for applicants not previously funded).

4. Complete the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).

5. Describe how the eligible provider will adequately achieve the need for services identified in in the past performance and enrollment targets tabs.

6. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

   Note: FDOE expects grantees to enroll no less than 20 participants per year.

Part B – Regional Partnerships and Collaborative Networks (10 points)

The WIOA requires collaboration at all levels – federal, state, and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners. Therefore in this section, applicant's will describe current and planned partnerships with an expanded set of regional providers and how those partnerships create more efficient systems that expand quality learning opportunities and services to adult learners. Narrative should address and be organized as follows:

1. Describe how the applicant will develop partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehab, unions,

industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions, and social service agencies to:

    a. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;

    b. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement;

    c. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;

    d. encourage the braiding of local, regional, state, and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs;

    e. and provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.

2. Workplace education is defined as *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 designed to improve the productivity of the workforce.* Provide details about current or projected formal employer partnerships to provide workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.

3. Complete the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the three-year grant cycle.
Note: If the grantee is subcontracting services to another entity (sub-recipient receiving funds must adhere to all federal and state assurances related to AEFLA). The grantee is solely responsible for:

    a. All programmatic reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services will accurately collect data to report on such performance indicators.

    b. Clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, email, address, contact phone number, projected outcome of services and instructional practices to be provided by the sub-recipient, total funding amount to sub-recipient, identification that services provided are instructional or non-instructional, and total funding amount for instructional services, if applicable.

    c. Ensuring Contractual Service Agreement(s) are in compliance with, sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133, Florida Statutes; Rule 60A-1.017, Florida Administrative Code.

    d. All proposed contractual expenditures between the fiscal agent and sub-recipients shall be accompanied by a formal, properly executed (agency head or designee's signature and subcontractor signature), clear and comprehensive agreement which

provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

Part C - Alignment with One-Stop Partners and Coordination – (10 points)

The Questions in Part C focus exclusively on the partnership between the adult education provider and the LWDB. Responses should address any formal or informal agreements including the local One-Stop Infrastructure Cost Agreements between the two. Narrative should address and be organized as follows:

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:

   a. How the program will align its services with and contribute to the local One-Stop Center to meet the goals identified in the Local Workforce Area WIOA Plan(s).

   b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.

      o Submit a copy of the agency's **executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement**. Carefully review the Adult Education MOU Requirements to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.

   a. Any existing MOUs, MOAs, or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities or barriers to employment.

   b. Coordination with other regional partners and the available education and training resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.

2. Complete and submit the **Alignment with LWDB Plan Executive Summary** (Appendix B). The LWDB will consider the written responses in the Executive Summary to determine the extent to which this application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:

      o Provide for the submission of all applications for funds under AEFLA to the appropriate Local Boards to review for consistency with the local plan;

      o Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and

      o Consider the results of the review by the Local Board in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

Note: The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections, and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers' grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

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

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

Part D – Integrated Education and Training Programs and Credentials of Value – (15 points)

1. Describe the three-year plan's efforts to recruit, screen and orient participants so they will be successful participating in the IET program.

2. Describe how the three-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.

3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.

4. Describe the relevant work-based learning opportunities available through the IET program and the process used to have employers validate workplace skills.

5. Complete the following:

   o **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
   o **Integrated Education and Training Program of Study Template** – See Appendix C. If an IET Program is not currently approved by the FDOE, a new IET Program of Study must be completed and submitted in the grant application for each new IET program offered. Again, IET programs previously approved by FDOE must be listed in Tab H but an IET Program of Study is not required to be submitted with this grant application.

   Providers must offer a **minimum of one IET program annually**. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. Students do not have to enroll in an IET program but must be provided the opportunity. In the case of collective applications, IET programs must be offered in every county served by AEFLA funds. **State Requirement**

   AEFLA funds can only be used to support IET programs **approved** by FDOE.

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

The questions in Part E function as a planning tool to help applicants recruit, screen and orient adult learners to be successful in an IET program. This section will serve as the applicant's plan for the development or extension of partnerships, career pathway strategies, and relevant work-based learning opportunities available through IET. Narrative should address and be organized as follows:

1. Describe how labor market data will be used to drive the development and implementation of the IET service approach.

2. Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.

3. Identify the types of credentials available to students who participate in the IET service approach.

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

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

Part F – Quality Program Offerings – (15 points)

The questions in Part F focus on the applicant's system for program enrollment, instructional schedules and modalities, and other support functions to ensure quality learning and outcomes.

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
   a. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites.
   b. the course modality offered (online, blended learning, laboratory, traditional classroom setting).
   c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.
   d. how system will offer a flexible schedule (day and evening classes year-round), local support services, and provide a quality learning system (such as childcare, transportation, mental health services, and career planning) for all students, including those with special learning needs, low levels of literacy skills, members of the ALICE (Asset Limited, Income Constrained, Employed) population, learning disabilities and other special needs, to attend and complete program.

2. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.

3. Complete the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook. This form will summarize all planned program offerings in the 2023-2024 year and will be used to demonstrate the size and scope of the adult education instructional services that will be available during the three-year plan.

4. Describe the policies in this three-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).

5. Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.

6. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
   a. how the program will assess students' educational needs, support services and accommodations and how will providers or partners deliver those services; and
   b. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.

Part G - Technology and Online Learning — (5 points)

Questions in Part G seek to understand the role technology and online learning will play as part of a systemic approach to deliver quality instruction. Narrative should address and be organized as follows:

1. Describe how the program will integrate the use of technology into class instruction including the following:

   a. how the instructor will use technology as a classroom tool;
   b. how students will use technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;
   c. how digital literacy skills are integrated into workforce preparation and IET programs;

2. Describe how distance education will be made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:

   a. The synchronous, asynchronous, and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
   b. How these options may lead to improved student performance.
   c. How post-testing procedures will be adapted to ensure distance learners meet the state's expectation for each program to post-test 70% of enrolled participants.
   d. The kind of information and data to be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

Part H - Instructional Personnel and Professional Development — (5 points)

Questions in Part H aim to understand how instructional staff members will be prepared and supported through a coherent sequence of activities to offer instruction that is part of a systemic approach to deliver quality instruction. Narrative should address and be organized as follows:

1. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.

2. Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

3. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.

4. Complete the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the three-year plan.

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

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

Part I – Performance Outcomes – (not scored)

Questions in Part I should address the applicant's capacity to manage a federal grant and include a three-year plan for the effective delivery of adult education programming. Responses should address how the provider will evaluate and report educational performance and student exit outcomes while also addressing past program effectiveness.

1. Describe the applicant's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services.
2. Describe how the three-year grant plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.
3. Describe how the eligible provider will adequately provide services for students functioning at lower levels such as ABE levels 1, 2, and 3 and ESL levels 1, 2, and 3.
4. Complete the **Past Performance Table** in the Consolidated Grant Workbook. There are two Past Performance tables. Eligible Providers must complete the appropriate table:

   a. Applicants Previously Funded Table (Tab D1), **OR**

   b. Applicants NOT Previously Funded Table (Tab D2).

5. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's estimated 2023-2024 performance levels, especially with respect to eligible individuals who have low levels of literacy.

2023-24 Approved WIOA Measures Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain (MSG)	
• Educational Functioning Level (EFL) completion measured on pre and post test	Overall 28.7% ABE 29.3% ESL 28.2%
• Enrollment in postsecondary education after program exit	
• Receipt of recognized secondary credential or its recognized equivalent	
• Progress toward milestones	
• Passing a technical/occupational knowledge-based exam	
Employment – 2nd Quarter After Exit	31%
Employment – 4th Quarter After Exit	28%
Median Earnings	$4,867
Credential Attainment	24%

Part J – Comprehensive Performance Monitoring – (10 points)

Questions in Part J focus on the technical infrastructure and practices used for monitoring student performance, data collection and quality measures, and the various uses of data to monitor student performance. Additionally, responses must provide an understanding of NRS reporting requirements and how the provider will comply with the National Reporting System (NRS) and WIOA Performance Measures (Section 116). Narrative should address and be organized as follows:

1. Describe the agency's data management information system and practices for the following:

   a. Tracking student attendance records
   b. Tracking student pre and post-tests
   c. Tracking student outcomes
   d. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness
   e. Data collection, privacy, and quality
   f. Using data for program and system improvements
   g. Monitoring program performance
   h. Sharing data with core partners for strategic improvements

2. Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Explain any current limitations and how data will be used to:

   a. Measure participant outcomes
   b. Evaluate learning gains and student goal achievement
   c. Design IET programs and two-generation approaches
   d. Identify gaps and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting

3. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook. Agencies that fail to report data according to the reporting schedule in the appropriate handbook are out of compliance and may be placed into corrective action. The websites provide necessary contact and guidance information.

- **School Districts required reporting:** Workforce Development Information System (WDIS), http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
- **Florida Colleges required reporting**: Community College System Data Dictionaries and Student Database, http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
- **Non-LEA required reporting**: Non-LEA Data Dictionaries and Student Database are available by request.

Part K – Budget Narrative (15 points)

Questions in Part K must address how the planned expenditures align to the applicant's three-year plan to carry out the state priorities and will be used to supplement adult education services. Narrative should address and be organized as follows:

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.

2. Describe how funds will be used to supplement (not supplant) adult education services.

3. Provide a detailed budget **(Budget Narrative, Form DOE 101S) for each funding stream AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M), and/or IELCE WIOA Section 243 (Tab N).** The written narrative must clearly provide direct linkage to the adult education program.

   o In the Consolidated Grant Workbook – click on the appropriate DOE 101S Budget tab (AGE, Corrections, or IELCE), eligible provider **must complete all applicable budget sheets**.

   • When completing the Budget Narrative form, under Column (3), Account Title and Narrative, specify the budgetary expenditures (e.g., salaries, equipment, supplies) for each line item. Expenditures should focus on performance improvement, as noted in the application.

Part L - General Education Provisions Act (GEPA) – For Federal Programs (Not Scored)

Questions in Part L are not scored but required for all Federal grant programs. Eligible agencies must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to General Education Provisions Act (GEPA) section 427 (PDF).

Support for Strategic Imperatives

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

Part M - Family Literacy and Two Generation Approaches (Not Scored)

Questions in Part M are not scored but optional for applicant's to address how they plan to develop and implement two-generation approaches to family literacy.

1. Describe the need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during year one of the three-year plan. Provide an overview of the partners' ability to provide two-generation services. Include information regarding:
   a. Curriculum/material intended to be used to provide instruction to this population;
   b. Types of activities that will be implemented in the program; and
   c. Partnerships, support services and accommodations.

Corrections Education and Other Institutionalized Individuals, Section 225 (10 points)

Questions in this portion of the application should only be completed if the applicant is applying for Corrections Education, Section 225 funds. Points will not be deducted from the total score if an applicant chooses to not apply for Corrections Education funds.

Specific funding will be made available for Corrections Education and the Education of Other Institutionalized Individuals within Section 231 funding (WIOA, section 225). Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

- adult education and literacy activities;
- special education programs as determined by the eligible agency;
- secondary school credit;
- integrated education and training;
- career pathways;
- concurrent enrollment;
- peer tutoring; and
- transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

The term *criminal offender* is defined as any individual charged with or convicted of any criminal offense. Services must be provided to individuals likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center; halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Narrative should address and be organized as follows:

1. List the academic programs to be offered to criminal offenders in correctional institutions and other institutionalized individuals. Explain how the corrections education program will meet the needs of the community through the identified academic programs.

2. Provide an explanation of how priority will be given to individuals who are likely to leave the correctional institution within five (5) years of participation in the corrections education program.

3. Describe how the program will ensure that classes are of sufficient intensity and duration and the environment is conducive to learning.

4. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S Budget Narrative Form (Tab M) to outline Corrections Education proposed allowable cost and activities. If approved for Corrections Education funding, 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 (IELCE), Section 243 (10 points)

Questions in this portion of the application should only be completed if the applicant is applying for IELCE, Section 243 funds. Points will not be deducted from the total score if an applicant chooses to not apply for Corrections Education funds.

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

- academic instruction in literacy and English language acquisition
- instruction on the rights and responsibilities of U.S. citizenship and civic participation
- workforce training.

Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension); and
- Literacy (reading and writing); and
- Civics education (the rights and responsibilities of citizenship and civic participation);
- Integrated Education and Training (IET).

Narrative should address and be organized as follows:

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

3. Complete the **IET Program of Study Template** (Appendix C) for each new IET program to be offered. This form MUST be submitted with the grant application. AEFLA funds may only be used to support IET programs that are prior approved by FDOE. IET programs previously approved by FDOE are not required to be submitted with this grant application.

4. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.

5. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

6. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S **Budget Narrative Form** (Tab N) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Section 4: Supplemental Funding Opportunity for Collective Grant Applications

Florida's Adult Education System is uniquely positioned to be a driving force for regional collaboration. Regional collaboration utilizes labor markets and industry sectors to unify education, workforce development, and community partners in the development and provision of seamless services to students. Students completing Adult Education programs are well prepared for their next steps and pathways, either college or employment, with English language skills, basic academic skills and work readiness skills.

Collectives are comprised of adult education providers dedicated to sharing information, resources, and responsibility to jointly plan, implement, and evaluate a program of action to achieve common goals, enhance capacity of all, ensure accountability, and generate value for the region. Partnerships increase capacity and provide seamless services to students under one fiscal agent.

Fiscal Agent

The Fiscal Agent is the lead applicant for the collective. The Fiscal Agent's organization **must** be eligible to receive AEFLA funds. Only one Fiscal Agent may apply for funding for a collective. The Fiscal Agent is identified by the collective to receive funds from FDOE and distribute the funds to the participating agencies as agreed upon by the Collective. The Fiscal Agent is accountable to FDOE and acts as a "banker" for the collective. The Fiscal Agent is not a decision-maker for how funds are spent. Decisions are made by the members of the collective in partnership with the Fiscal Agent. The Fiscal Agent is the "accountability chief" of the collective and communicates directly with FDOE.

> **Considerations for identifying a Fiscal Agent:**
> - Effective sub-contracting mechanisms in place
> - Ability to efficiently distribute funds
>   - Example: Board threshold must be high enough that funds can be distributed without being held up by a future Board date.
> - Capacity to oversee the budget reporting for the Collective

Supplemental Funding for Collective Providers of Adult Education

After a Collective Provider Proposal has been reviewed, scored, and awarded funding for the 2023-2024 fiscal year, the collective will be reviewed for supplemental funding to support the alignment of adult education providers and the educational needs of adult learners in expanded geographic areas covering multiple counties.

Supplemental funding will be awarded to the lead fiscal agent of each collective for distribution to additional collective members. This funding must be used to serve more students and/or serve students with enhanced support services.

An initial supplemental award will be provided in year one with additional awards made annually based on the completion of deliverables for years two and three. Supplemental awards in years two and three are contingent on available funding.

Up to $7,575,000 is available to support collective adult education providers over the three-year cycle of the RFP, with up to $2,525,000 to be allocated in 2023-24. Full funding is contingent upon the number of collective provider proposals awarded.

Use of Supplemental Funds

Florida must provide adult education services to a greater share of residents who need them. The collective process should result in more funds for student services and the funds should be directed toward increased academic and student support services. Collective providers must increase capacity to expand adult education program offerings across the state. Adult learners need academic and social supports to successfully achieve their educational and career goals. Collective programs should provide enhanced academic supports such as tutoring, mentoring, individualized learning plans, and offer social supports and basic needs such as transportation and childcare. Collectives should consider the following questions and examples when planning for and using supplemental funds:

How can we _collectively_ serve a great number of adult learners? *How can we do more?*

        a. IETs
        b. Transition Programs
        c. Apprenticeships

How can we _collectively_ provide more robust services to adult learners? *How can we do better?*

        d. Basic Needs Resource and Referral
        e. Career Counseling
        f. Program Navigator

Appendices

Appendix A: Estimated Available AGE and IELCE Funds by County

Appendix B: Alignment with LWDB Plan Executive Summary

Appendix C: Integrated Education and Training Program of Study Template

Appendix D: DOE 100A, Project Application Form for AGE, TAPS# 24B022

Appendix E: DOE 100A, Project Application Form for IELCE, TAPS# 24B023

Appendix F: DOE 100A, Project Application Form for Corrections, TAPS# 24B021

Appendix G: Application Review Criteria and Checklist

Appendix A: Estimated Available AGE & IELCE Funds by County

COUNTY	Adult General Education (AGE) TAPS# 24B022 Section 231 Allocation	Integrated English Literacy and Civics Education (IELCE) TAPS # 24B023 Section 243 Allocation
TOTAL FUNDS	**$33,160,025**	**$8,900,305**
Alachua	$260,662	$37,219
Baker	$93,407	-
Bay	$282,024	$41,223
Bradford	$101,681	-
Brevard	$609,012	$55,819
Broward	$2,391,429	$834,902
Calhoun	$76,634	-
Charlotte	$226,464	$36,385
Citrus	$227,316	$25,820
Clay	$286,060	$38,591
Collier	$594,571	$222,903
Columbia	$151,173	-
DeSoto	$160,124	$36,070
Dixie	$75,631	-
Duval	$1,359,166	$186,417
Escambia	$437,921	$48,201
Flagler	$123,869	$29,054
Franklin	$71,945	-
Gadsden	$151,048	$26,812
Gilchrist	$63,596	-
Glades	$85,158	-
Gulf	$62,493	-
Hamilton	$83,679	-
Hardee	$111,860	$32,131
Hendry	$194,673	$56,514
Hernando	$292,804	$29,749
Highlands	$217,463	$37,543
Hillsborough	$2,271,159	$599,257
Holmes	$80,896	-
Indian River	$219,795	$35,338
Jackson	$141,295	$24,810
Jefferson	$60,889	-
Lafayette	$63,647	-
Lake	$505,365	$76,068
Lee	$1,112,432	$303,623
Leon	$277,661	$35,718
Levy	$99,951	$24,782

COUNTY	Adult General Education (AGE) TAPS# 24B022 Section 231 Allocation	Integrated English Literacy and Civics Education (IELCE) TAPS # 24B023 Section 243 Allocation
Liberty	$58,507	-
Madison	$79,367	-
Manatee	$617,662	$95,206
Marion	$609,539	$56,579
Martin	$213,577	$48,637
Miami-Dade	$5,588,657	$3,144,570
Monroe	$125,198	$51,537
Nassau	$121,463	-
Okaloosa	$248,001	$43,818
Okeechobee	$141,495	$33,345
Orange	$1,920,603	$684,342
Osceola	$631,853	$241,948
Palm Beach	$2,500,317	$705,685
Pasco	$720,181	$81,787
Pinellas	$1,088,664	$138,791
Polk	$1,402,816	$232,152
Putnam	$207,434	$35,773
Saint Johns	$202,406	$34,355
Saint Lucie	$479,276	$71,833
Santa Rosa	$223,767	$27,896
Sarasota	$348,200	$67,477
Seminole	$360,460	$93,760
Sumter	$176,019	$29,230
Suwannee	$134,400	$26,469
Taylor	$87,941	-
Union	$88,067	-
Volusia	$704,311	$55,495
Wakulla	$88,267	-
Walton	$122,992	$24,671
Washington	$93,633	-

Appendix B: Alignment with LWDB Plan Executive Summary

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers: **The state will consider:**

The degree to which the eligible provider would be responsive to— (A) Regional needs as identified in the local workforce development plan; 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)

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)

Coordination of the alignment process must include –
(a) An eligible agency must establish, within its grant competition, a process that provides for the

   submission of all applications for funds under AEFLA to the appropriate Local Boards.

(b) The process must include -

   (1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and

   (2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.

(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in §463.20.

34 CFR § 463.21(c)

Instructions: The form below will serve as a connecting document between all applications for funds under AEFLA (Adult General Education, Integrated English Literacy and Civics Education and Corrections Education) submitted by your agency during the 2023-2024 Adult Education competitive cycle. This form will reflect the eligible provider's written narrative to promote alignment with the LWDB plan.

The eligible provider will need to complete this form only once, regardless of which AEFLA funds are being applied for, and serves as an executive summary for review by the LWDB of your agency's adult education program offerings.

Note: The LWDB will consider the eligible provider's written responses on the next page and make comments and/or recommendations to promote alignment with the local plan.

Florida Department of Education must consider the results of the review by the LWDB to determine the extent to which the application(s) addresses the required considerations in 34 CFR § 463.20 and 34 CFR § 463.21(c).

Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: _____

County(ies) Served: _____

Contact Name: _____

AEFLA fund type your agency will be applying for during the 2023-2024 Adult Education competitive cycle - check all appropriate boxes:

□ Adult General Education (AEFLA, Section 231)

□ English Literacy and Civics Education (AEFLA, Section 243)

□ Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1.	
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.

2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).

4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility).

5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.)

Appendix C: Integrated Education and Training Program of Study Template

IET Contact Name	Email Address	Agency Name *(District/ Technical College/FCS Institution)*

Integrated Education and Training (IET): An eligible provider's activities provide learning in context 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. The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(es).

Step 1. Identify the credentials of value a student may earn by participating in the IET Program.

Approved credentials of value include:

- Industry certifications located on the <u>Master Credential List</u> or the <u>Perkins Recognized Postsecondary Credential List</u>.
    - Industry certifications not on either list *may* be approved, however will not count toward the calculation of measurable skill gains (MSG).
- <u>Postsecondary courses</u>:
    - IET students must be fully enrolled in a postsecondary program of at least 360 clock hours/12 credit hours to be eligible for the postsecondary transcript/credit MSG.
    - Full postsecondary program enrollment is not required; however, it is the only way to the earn related MSG. If the IET program offers postsecondary courses with no program enrollment, please still list the course(s) information below.

*Please refer to <u>Florida's IET Data Reporting Guide</u> for details on which credentials may be used toward the calculation of MSGs.

Identify Industry Certifications	
Industry Certification Name(s)	
Certification Code(s)	

*Must be an industry certification on the **Master Credential List** *or the* **Perkins Recognized Postsecondary Credential List** *to count toward an industry certification MSG.*

Identify Postsecondary Program & Courses	
*SCNS Course Code(s) & Course Name(s), & Course Length) *Ex: HSC0003, Basic Healthcare Worker OCP A (90 clock hours).*	
Are IET students fully enrolled in a postsecondary program? *Yes/No*	
Postsecondary Program Name *(if 'yes' to full program enrollment)*	
Postsecondary Program/CIP number *(if 'yes' to full program enrollment)*	
Is the program at least 360 clock hours or 12 credit hours in length? *Yes/No (if 'yes' to full program enrollment)*	

* Please provide this information even if the course(s) is not associated with full program enrollment or if the course is associated with a program that does not meet the 360 clock/12 credit hour MSG threshold.

Step 2. Identify a brief description of the program including the area(s) of focus, instructional model, the expected number of Step students to be enrolled in each program type, and the number of weeks and hours per week that instruction will be provided.

IET Program Type Description	
IET Program Name *(IET Program Name = [Agency Name] + [CTE program focus] + [Adult Education Grant Funding Stream (AGE or IELCE)]). Ex: Clay County Nursing Assistant AGE*	
Brief Description of the IET Program Offered	
Career Cluster	
Instructional model description *(Fully integrated, partially integrated, one instructor, or community partner. See Implementation Guide for IET model descriptions.)*	

Funding Stream	Program Type	Expected # of Students to be Served	# of Weeks	Hours per Week
AGE	Adult Basic Education			
	GED® Preparation			
	Academic Skills Building			
	English Language Acquisition			
IELCE	Integrated English Literacyand Civics Education (IELCE-Sec. 243) *			

Note. If you are applying for IELCE (Sec. 243), you must include English Language Proficiency (ELP) standards from the curriculum frameworks in Step 2.

Step 3. Define the three IET Components and map out Adult Education Academic and Literacy Activities, Workforce Preparation Activities, Workplace Training Activities.

Adult Education Curriculum Frameworks can be found here: http://www.fldoe.org/academics/career-adult-edu/adult-edu.

Integrated Education and Training (IET) "…a service approach that provides (1) **adult education and literacy activities** *concurrently* and *contextually* with (2)**workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement" (*34 CFR 463.35*)	
Adult Education Academic and Literacy Activities *****Must include frameworks/standards** "…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." (34CFR 463.30)	
Workforce Preparation Activities (See **Employability Skills Standards**) "…include activities, programs, orservices designed to help an individual acquire a combination of basic academic skills, critical thinkingskills, digital literacy skills, and self- management skills, including competencies in: (a)utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training,or employment; and (f) other employability skills that increase an individual's preparation for the workforce." (34 CFR 463.34)	
Workforce Training Activities (See **CTE Curriculum Frameworks**) "may include (i) occupational skill training…; (ii) on-the-job training; (iii) incumbent worker training…;	

(iv) programs that combine workplacetraining with related instruction...; (v) training programs operated by theprivate sector; (vi) skill upgrading and retraining;(vii) entrepreneurial training; (viii) transitional jobs...; (ix) job readiness training provided incombination with services...(i) through (viii); (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently orin combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employeror group of employers to employ an individual upon successful completion of the training." WIOA Section 134(c)(3)(D)	

Step 4. Provide a description of the single set(s) of learning objectives that will guide instruction. Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2)workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectiveslist for the unit. Provide specificaction steps and a timeline.

Single Set of Learning Objectives
Include the single set of learning objectives that will be used to complete the IET program. Single set of learning objectives *should* combine Adult Education Academic and Literacy Activities, Workforce Preparation Activities, and Workforce Training Activities.

Step 5. Identify all possible MSG targets for this IET program by checking the boxes below.

MSG Targets	
	Educational Functioning Level Gain
	Secondary school diploma or equivalent attainment
	Postsecondary transcript/credits *(at least 360 clock hours or 12 credit hours)*
	Progress Toward Milestone: pre-apprenticeship program completion
	Passing a technical or occupational knowledge-based exam: industry certifications *(on approved lists in Step 1)*

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName_XXB022_submit**	A) **Program Name:** **Adult Education** **Grant Application** **Fiscal Year 2023-2024** **TAPS# 24B022** **Adult General Education**	*DOE USE ONLY* Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) Total Funds Requested: _____ *DOE USE ONLY* Total Approved Project:	**D)** Applicant Contact & Business Information	
	Contact Name: Fiscal Contact Name:	Telephone Numbers:
	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	UID number: FEIN number:

CERTIFICATION

I, _____, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____   _____

FLORIDA DEPARTMENT OF **EDUCATION**

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Identified (UID), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UID registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName_XXB022_submit**	A) Program Name: **Adult Education Grant Application Fiscal Year 2023-2024** **TAPS# 24B023 Integrated English Literacy and Civics Education**	*DOE USE ONLY* Date Received
	B) Name and Address of Eligible Applicant:	**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) Applicant Contact & Business Information	
	Contact Name: Fiscal Contact Name:	Telephone Numbers:
_____ *DOE USE ONLY* Total Approved Project:	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	UID number: FEIN number:

CERTIFICATION

I, _____, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____   _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to:	A) Program Name:	*DOE USE ONLY*
Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName_XXB022_submit**	**Adult Education Grant Application Fiscal Year 2023-2024** **TAPS# 24B021 Corrections Education**	Date Received

B) Name and Address of Eligible Applicant:	**Project Number (DOE Assigned)**

C) **Total Funds Requested:** *DOE USE ONLY* Total Approved Project:	D) Applicant Contact & Business Information

Contact Name: Fiscal Contact Name:	Telephone Numbers:
Mailing Address:	E-mail Addresses:
Physical/Facility Address:	UID number: FEIN number:

CERTIFICATION

I, _____, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____   _____

FLORIDA DEPARTMENT OF EDUCATION
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Appendix G: Application Review Criteria and Checklist

APPLICATION CHECKLIST

All Eligible Providers **must** download the Grant Application RFP "Word" file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of Wednesday, June 14, 2023.**

Grant Application package must be submitted as follows:

File # and Type	Item	Applicant Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Sections	**Page Number(s)**
File One: submit combined PDF File	Priority 1: Part A – Part C	
	Priority 2: Part D – Part E	
	Priority 3: Part F – Part H	
	Priority 4: Part I – Part J	
	Budget Narrative: Part K	
	General Education Provision Act (GEPA) (Federal Requirement): Part L	
	Support for Strategic Plan (FDOE Requirement): Part L	
	Family Literacy Two Generation Approaches: Part M	
	Corrections Education Narrative, *if applicable*	
	IELCE Narrative, *if applicable*	
	Application Checklist – must be last page of the Word Document File	
	Attachments	
File One: submit combined PDF File	Local Workforce Board (LWDB) Plan Executive Summary	
	Memorandum of Understanding (MOU) with LWDB, Local One-Stop Infrastructure Cost Agreement and other Contractual Service Agreements	
	Adult Education Program Income Letter, *if applicable*	
File Two: submit WORD file	Integrated Education and Training Program of Study Template	

		Consolidated Grant Workbook	
	Tab A	Title	
	Tab B	General Information	
	Tab C	Demonstrated Effectiveness	
	Tab D1	Past Performance – Currently Funded	
	Tab D2	Past Performance – Not Previously Funded	
	Tab E	Enrollment Targets	
	Tab F	Partnerships	
	Tab G	Program Offering Summary	
File Three:	**Tab H**	IET Offering Summary	
submit EXCEL file	**Tab I**	Personnel Chart	
	Tab J	DOE 101S, Budget Narrative Form - Instructions	
	Tab K	Example DOE 101S Form	
	Tab L	DOE 101S, Budget Narrative Form – AGE, *if applicable*	
	Tab M	DOE 101S, Budget Narrative Form – Corrections, *if applicable*	
	Tab N	DOE 101S, Budget Narrative Form – IELCE, *if applicable*	
	Tab O	Project Equipment Form – AGE, i*f applicable*	
	Tab P	Project Equipment Form – Corrections Education, *if applicable*	
	Tab Q	Project Equipment Form – IELCE, *if applicable*	
	Tab R	County Allocations	