



2020-2021 Adult Education and Family Literacy Education

**Division of Career and Adult Education
Henry Mack, Chancellor**



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2020-2021 Funding Opportunity

Adult Education and Family Literacy Education

Adult General Education (AGE)
Corrections
Integrated English Literacy and Civics Education (IELCE)

Due June 30, 2020

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.shtml>

Division of Career and Adult Education (DCAE)

Funding Webinar

June 3, 2020

10:00 AM - 12:00 PM (EDT)

Call number: 1-888-585-9008

Conference code: 789-017-479



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Welcome and Introduction

Gloria Spradley-Brown

Please help minimize background noise during the webinar.

- Please keep your phone on mute while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.
- If you do not have a mute button on your phone, press *6 to mute and *6 to un-mute.

Webinar Goals

To provide:

- funding opportunities information
- pertinent programmatic information
- performance reporting requirements
- instruction to complete the required forms
- Request for Application (RFA) submission requirements

Webinar Agenda

Goal and Overview - Gloria Spradley-Brown

WOIA State Plan - Kathleen Taylor

Adult Education Program Updates - Kathleen Taylor

Integrated English Literacy and Civics Education Program
Updates – Carol Bailey

Overview of Narrative Requirements - Gloria Spradley-Brown

Submitting a Grant Application - Gloria Spradley-Brown

Participants' Questions

Online Survey



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Goal and Overview

Gloria Spradley-Brown

Specific Federal Fund Source

Workforce Innovation and Opportunity Act of 2014

Title I - Workforce Development Activities

Title II - Adult Education and Family Literacy Act

Title III - Amendments to the Wagner-Peyser Act

Title IV - Amendments to the Rehabilitation Act of 1973

Title V - General Provisions

Federal Program Name

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

Request for Application (RFA) Continuation

- Adult General Education
- Corrections
- Integrated English Literacy and Civics Education (Sec. 243)

Funding Purpose and Priorities

AEFLA, Section 202 (1-4): Partnership among federal, states, and locals to provide, on a voluntary basis, adult education and literacy activities, in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that:
 - are necessary to becoming full partners in the educational development of their children; and
 - lead to sustainable improvements in the economic opportunities of their family;

Funding Purpose and Priorities Cont.

- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in:
 - improving their-
 - reading, writing, speaking, and comprehension skills in English; and,
 - mathematics skills; and,
 - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Funding Purpose and Priorities Cont.

AEFLA, Section 203(9)(A-D): Family Literacy Education supports and improves program through the following activities:

- A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- B. Interactive literacy activities between parents or family members and their children.
- C. 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.
- D. An age-appropriate education to prepare children for success in school and life experiences.

Adult Education and Literacy Activities

Funds must be used to supplement (not supplant), AEFLA activities as defined in Section 203(2), program and services that include:

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities
- Integrated education and training

Integrated English Literacy and Civics Education (sections 231 and 243)

- Goal:
 - Prepare adults who are English language learners (ELL) for and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - Integrate with the local workforce development system and its functions to carry out the activities of the program.
 - Section 243 IELCE - both are required

Integrated English Literacy and Civics Education (sections 231 and 243) Cont.

- Target Population
 - English language learners who are adults, including professionals with degrees and credentials earned in their native countries, that enables 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.

2020-2021 Funding Allocations

Adult Education and Family Literacy Act (AEFLA) Continuation Year

Adult General Education	\$27,943,854
Corrections	\$ 2,072,324
Integrated English Literacy and Civics Education	<u>\$ 6,736,927</u>
Total	\$36,753,105

Funding is contingent upon approval by the U.S. Dept. of Education.

Budget/Program Performance Period

- July 1, 2020 to June 30, 2021
 - Project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.
 - The U. S. Department of Education has authorized AEFLA States eligible agency the opportunity to modify its plans for competition involving Fiscal Year (FY) 2020 AEFLA funds. Therefore, Florida has elected to extend current eligible providers' grants and contracts for a one-year period.
 - This one-year extension period is in response to the difficult and unique circumstances related to COVID-19 and the potential for broad impact on both State administrations of AEFLA programs and services delivery by local eligible providers.

2020-2021 Continuation Funding

- Submit separate continuation grant application(s) each year for each previously awarded project
- Adhere to state and federal assurances as outlined in the RFA
- Demonstrate successful implementation of program performance expectations
- Meet fiscal and programmatic requirements

Target Population/Eligible Individual

Individuals eligible for adult education services according to AEFLA, Section 203(4), means an individual -

- A. who has attained 16 years of age;
- B. who is not enrolled or required to be enrolled in secondary school under state law; and
- C. who-
 - i. is basic skills deficient;
 - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. is an ELL.

Eligible Applicant

Eligible applicants for continuation funding can be found in the Allocation Chart in the attachments section of the RFAs.

General Information

- State Performance Accountability
 - Data-driven system
 - Established state performance targets negotiated annually with federal office
 - Local providers will be expected to meet State Targets
- Program Improvement Plan
 - During this one-year extension period, all awarded grantees are expected to meet at least 90% of the State Targets for each required performance indicator for the 2020-2021 program Year.

General Information Cont.

- General Terms, Assurance and Conditions for Participation in Federal and State Programs
 - Must be signed by current agency head
- Risk Analysis
 - DOE 610 - School Districts, State Colleges, State Universities and State Agencies
 - DOE 620 - Governmental and Non-Governmental Entities

General Information Cont.

- Payment Methods
 - The funding method is designated by the approved method stated in the original DOE200 Award Notification
- Financial Consequences
 - Awarded projects are periodically reviewed based on the progress made on the activities and deliverables.
 - Contractors that fail to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables, may receive a reduced payment or be required to redo the work or terminate the contract.

General Information Cont.

- Fiscal Requirements
 - Must submit a completed DOE 101S, Budget Narrative form
 - Adhere to the “Green Book” and the General Assurances for Participation in Federal and State Programs
 - Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles.
 - All project grantees must submit a completed "New" DOE 499 form, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2021.

Federal and State Requirements

- Fiscal Control:
 - 2CFR 200 in the Uniform Administrative Requirement,
 - Education Department General Administration Regulations (EDGAR), and
 - Reference Guide for State Expenditures
- Equipment Purchases:
 - Uniform Grant Guidance (UGG),
 - FLDOE Equipment Form, and
 - Florida Administrative Code, Rule, 691-72.002.

Federal and State Requirements Cont.

- Administrative Costs
 - Includes indirect cost
 - Not to exceed 5%
 - Positions such as project coordinator, accountant, clerical staff, or other positions not directly involved in instructional activities of students are considered administrative.
 - Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional development directly related to Adult Education and Family Literacy students.

Federal and State Requirements Cont.

- General Education Provision Act (GEPA)
 - Provide a concise description of your agency's local equitable access process.
- Access and Equity
 - Comply with Federal Statutes
- Records Retention
 - Maintained for **five years** from the last day of the program or longer, if there is an ongoing investigation or audit.

Federal and State Requirements Cont.

- Data Privacy Requirement

Students must be informed, in writing, that their personal and confidential information:

- will be shared only among the WIOA core program partner staff and subcontractors;
- will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and
- will not be shared among WIOA core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.

Federal and State Requirements Cont.

Local Workforce Development Board (LWDB) and Local One-Stop Infrastructure Cost

Execute a single “umbrella” Memorandum of Understanding with local LWDB to include:

1. local one-stop delivery system alignment with LWDB plan (34 CFR 361.505),
2. infrastructure cost agreement with the local one-stop partner programs (34 CFR 361.720),
 - Contribute its proportionate share of local infrastructure costs based on proportionate use of the one-stop and relative benefit received by the grant.

Federal and State Requirements Cont.

3. Amount can not exceed statutory limitation on administrative cost of 5%.
 - Provide FDOE a copy of the agreement(s) prior to the issuance of the grant award notification.
 - Infrastructure funding of the one-stop delivery system may be found in the resource document entitled *Overview of Key WIOA and AEFLA Provision*.



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WIOA State Plan

Kathleen Taylor

2020 WIOA AEFLA State Plan Themes

- Alignment of adult education and ESOL frameworks with Florida's B.E.S.T. Standards
- Explore the introduction of entrepreneurship skills training and standards
- Provide on-site skill-based learning experiences with partners and community economic development agencies
- Identify local workforce needs and opportunities
- Develop micro-credentialing as a credential of value
- Plan and develop an IET service approach

2020 WIOA AEFLA State Plan Themes, Cont.

- Develop career pathway strategies that aim to leverage education, workforce development and social service supports
- Provide unique learning opportunities for ELLs
- Provide high-quality educational programs in state correctional settings
- Execute leadership activities and professional development to support local programs



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Adult Education Program Updates

Kathleen Taylor

Adult Education Program Updates

AEFLA Eligible Programs:

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

2020-2021 State Board of Education Frameworks are available at:

<http://fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-frameworko.stm>

Adult Education Program Updates

Technical Assistance Papers are located at:

<http://fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.shtml>

Other WIOA programmatic resources are available at:

<http://fldoe.org/academics/career-adult-edu/adult-edu/resources.shtml>

Integrated Education and Training (IET)

- All IET programs must include the following three components:
 - Adult education and literacy activities (§463.30) (delivered through the adult education frameworks);
 - Workforce preparation activities (§463.34) (delivered through the adult education frameworks); and
 - Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA (delivered through a locally adopted curriculum).
- The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and the program activities function cooperatively.

Integrated Education and Training (IET) Cont.

- In order to meet the “integrated” requirement of IET, all services must include the following:
 - Adult education and literacy activities run cooperatively and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (*translation: students are enrolled in a single AGE program number that is delivering instruction through IET*);
 - Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
 - Occur simultaneously; and
 - Use relevant occupational instructional materials.

IET, WIOA Then (2016) and Now (2020)

2016 WIOA State Plan

- Modeled after the I-BEST model from Washington state
- Simultaneous enrollment in adult education and a CTE career certificate program
- Limited to GED[®]-I and ELCATE (high functioning levels)
- Hallmarks were team teaching between adult education teacher and CTE teacher
- Culminated in completion of GED[®]-I and ELCATE and the award of an OCP (represents completion of part of a program) or a career certificate (represents completion of an entire program)
- Pre-IET was defined as an adult education instructional service approach (also referred to as a “contextualization”) wherein adult education course and program instructional standards are taught contextually for a specific occupation or occupational cluster for the purpose of educational and career advancement.

IET, WIOA Then (2016) and Now (2020) Cont.

2020 WIOA State Plan

- IET is contextualized instruction! It is an adult education instructional service approach (also referred to as a “contextualization”) wherein adult education standards are taught contextually for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- This new IET approach is not limited to specific functioning levels in ABE (levels 1-5) and ESOL (levels 1-5).
- It is recommended that a cohort-based model be used when delivering IET and a collaborative partnership between AGE instructors and CTE teachers be utilized for consultation purposes.
- The goal is for students to advance functioning level(s) and springboard into related postsecondary study and employment with the academic skills needed for success.

Sample Instructional Delivery Models for Adult Education

Traditional Model – Delivery of the adult education standards in the curriculum framework which is inclusive of "workforce preparation" activities such as digital literacy, employability skills, critical thinking. Does not contextualize instruction.

IET Model – Delivery of the adult education curriculum framework in the context of a career cluster, pathway or occupation(s) through the utilization of a single set of learning outcomes.

Example: IET may introduce students to the Health Science Cluster and its five health science pathways and related occupations: Diagnostic Services, Therapeutic Services, Health Informatics, Support Services, Biotechnology Research & Development.

Sample IET Models

<p>Mathematics — ABE Level One (1) Sunshine School District delivers traditional instruction</p>	<p>450 Hours</p>	<p>1 (0.0 – 1.9)</p>
<p>Mathematics for Manufacturing Careers — ABE Level Two (2) Sunshine School District delivers level 2 mathematics through IET at the Cluster Level</p>	<p>450 Hours</p>	<p>2 (2.0 – 3.9)</p>
<p>Mathematics for Manufacturing Pathways — ABE Level Three (3) Sunshine School District delivers level 3 mathematics through IET at the Pathway Level with introduction of all the associated occupations</p>	<p>300 Hours</p>	<p>3 (4.0 – 5.9)</p>
<p>Mathematics for Welding Careers – ABE Level Three (3) – Sunshine School District delivers level 4 mathematics through IET at the occupation level by teaching academic skills specific to welders.</p>	<p>300 Hours</p>	<p>4 (6.0 – 8.9)</p>

IET Scenario-Based Questions

- **Question:** My district wants to operate a GED[®]/Welding IET program. Does this mean my district can teach the standards and benchmarks in the Welder Assistant 1 course (PMT 0070) through our comprehensive GED[®] preparation program?
- **Answer:** No. The Welder Assistant 1 course is part of a State Board of Education approved curriculum framework (career certificate program) that has specific teacher certification requirements and a specific tuition and fee structure.

IET Scenario-Based Questions (cont.)

- However, your district can utilize IET to teach the academic skills needed to learn the occupational skill associated with welding. For example, mathematics instruction that supports a welding course would teach fractions using activities to determine combining pipe lengths to complete a welding task (measurement).

Integrated Education and Training (Cont.)

- IET students may be enrolled any NRS reportable adult education programs.
- New Reporting of IET students: A separate webinar will be held to review the new reporting process for IET students, more information will be available soon.
- New for 2020-2021 – all continuation projects must submit Florida’s Adult Education **Integrated Education and Training Program of Study form**.
- The form will serve to demonstrate how your agency is moving towards implementation of an IET program for the 2020-2021 program year.

New IET Program of Study Form

Integrated Education and Training Program of Study



Directions: Complete the form Integrated Education and Training Program of Study to describe how the eligible provider will develop and implement an Integrated Education and Training (IET) service approach.

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.

Additional information on IET is available at <http://www.fldoe.org/academics/career-adult-edu/adult-edu>.

The 2020-2021 curriculum frameworks are available at <http://www.fldoe.org/academics/career-adult-edu/adult-edu>.

Agency and County covered under this Program of Study:

Occupational Cluster(s):

Name of Local Workforce Development Board consulted with on this program of study:

IET Program	Program Name	Program Number	Expected Number of Students to be Served	Number of Weeks	Hours per Week
	Adult Basic Education	9900000			
	Adult ESOL	9900001			



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Integrated English Literacy and Civics Education (IELCE) Program Updates:

Carol Bailey

Integrated English Literacy and Civics Education (IELCE)

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

Program Number	CIP Number	Program Name
9900040	1532010300	Adult English as a Second Language (ESOL)
9900050	1532010301	English Literacy for Career and Technical Education (ELCATE)

Integrated English Literacy and Civics Education (IELCE) Cont.

- IELCE is used in two distinct ways:
 - As a “local activity,” IELCE activities are funded under Section 231, Title II, and eligible providers are not required to provide the services in combination with Integrated Education and Training (IET). Eligible providers may provide the services in combination with workforce training.
 - As a “program,” IELCE programs are funded under Section 243, Title II, and eligible providers are required to provide the services in combination with IET. (Separate application)

Integrated English Literacy and Civics Education (IELCE) Cont.

What are integrated English literacy and civics education activities?

IELCE activities provide adult English language learners (ELLs) with the instruction to enable them to achieve competency in the English language and acquire the skills needed to function effectively as parents, workers, and citizens in the U.S., and include:

- Literacy instruction;
- English language instruction;
- Civics education, which includes the learning about the rights and responsibilities of citizenship and civic participation; and may include:
- Workforce training.

Integrated English Literacy and Civics Education (IELCE) P243 Cont.

- Requirements for IELCE Program Eligible Providers Include:
 - Literacy and English language acquisition
 - Instruction on the rights and responsibilities of citizenship and civic participation
 - Integrated education and training
- Are designed to:
 - Prepare and place ELLs in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
 - Integrate with local workforce development system to carry out the program's activities.



Overview of Narrative Requirements

Gloria Spradley-Brown

Narrative Component

1. Regional Needs Assessment

- Describe any changes from the original application
 - If there are no planned changes, grantee must write “No Planned Changes”
- 1-E: Enrollment and Performance Form, 2020-2021, Adult General Education Grant
 - Must complete and submit for with this application.
 - One-year extension period for performance enrollment targets.
 - Establish “New” Performance Enrollment Targets

Narrative Component Cont.

2. Serving Individuals with Disabilities

- Describe any changes from the original application.

3. Past Effectiveness

- Must provide a written response.
- Evaluate education performance and student exit outcomes
 - Completing an educational gain
 - Transitioning – Postsecondary, Training, Workforce

Narrative Component Cont.

4. Alignment with One-Stop Partners and Coordination with Other Agencies

- Must provide a written response in each section.
 - Describe changes or modifications to any MOUs. All updated agreements must be submitted with this application and/or provided to FDOE prior to the issuance of the 2020-2021 continuation award.
 - Demonstrate how the agency's 2020-2021 activities and services align with the strategy and goals of the local plan, as well as the activities and services of the one-stop partners.

Narrative Component Cont.

5. Intensity, Duration, and Flexible Scheduling

- Must provide a written response in each section
 - 5-A: Program Offerings Form, 2020-2021, Adult General Education Grant
 - 5-B: Program Schedule by County and Site 2020-2021, Adult General Education Grant
 - Sufficient Intensity - at least 10 hours per week each program and duration - at least 32 weeks per year each program

6. Evidence-Based Instructional Practices and Reading Instruction

- Describe any changes from the original application

Narrative Component Cont.

7. Effective Use of Technology and Distance Learning

- Must provide a written response in each section
 - Integrate technology into class instruction
 - Delivered through a blended distance and classroom approach
 - Implement distance learning, for low levels of literacy and those with learning disabilities
 - COVID-19 changes implemented related to remote instructional delivery.

Narrative Component Cont.

8. Facilitate Learning in Context

- Must provide a written response in each section
 - Contextualized curriculum that integrates reading, math, language skills with occupational content
 - Integrated Education and Training (IET) activities
 - Complete the 8:F: Integrated Education and Training Program of Study Form and submit in grant application. This form is in the Application Support Documents section on division's website.

Narrative Component Cont.

9. Qualified Instructors and Staff

- Must provide a written response in each section
 - Professional Development Plan
 - Complete the 9-D Personnel Form, 2020-2021, located on the Division's website.

10. Partnerships

- Describe any changes from the original application.

11. Support Services

- Must provide a written response in each section
 - Student assessment, accommodations, support services

Narrative Component Cont.

12. High Quality Information and Data Collection Systems

- Must provide a written response in each section
 - Data management information system and practices
 - Comply with the NRS and WIOA performance measures
 - **12-E: Student Data Summary/Screen Shot**
Must submit a copy of their standardized Student Data Summary (student intake) form

Narrative Component Cont.

13. English Language Acquisition and Civics Education Programs

- Must provide a written response in each section

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

- local area need for a program
- program of instruction used to address the need

Narrative Component Cont.

14. Family Literacy Services (Optional)

- If this program will be offered in the 2017-2018 year, describe any changes from the original grant application.

15. Budget Narrative

- Must provide a written response in each section
 - Budget Narrative, Form DOE 101S
 - 15-E: Assurance and Acknowledgement Form, 2020-2021, Adult General Education Grant

Narrative Component Cont.

16. Support for the Strategic Plan

- Must provide a written response in each section
 - Florida's Next Generation: PreK-20 Education Strategic Plan

17. General Education Provisions Act (GEPA) – For Federal Programs

- Must provide a written response in each section
 - Ensure equitable access – student, teacher and others with special needs

Data Submission and Accountability

- **Data Reporting**

- Performance data will be tracked and verified

- **WIOA and NRS Performance**

- Grantees are required to compile, report, and maintain project data in order to ensure accountability
 - Failure to comply may result in early termination
 - Grantees are responsible for all subrecipient's data submission
 - Technical Assistance is available to ensure compliance

- **Program Income**

- “Addition Method”- Grantee must submit their written request and must obtain prior approval from FDOE

Narrative Section response format

- Application must be submitted to electronically to the Office of Grants Management Sharefile system.
 - Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature
 - MAXIMUM PAGE LIMIT (30) PAGES
- Place all application items in the order specified (see Application Checklist)
- Font - Arial/Size – 12
- Margin size - 1” – both sides and top/bottom margins
- Double spaced (this does not include charts)
- Single-sided pages
- Complete the narrative using the same sequence presented in the Narrative Components Sections

Attachments in the Request for Application (RFA)

- 2020-2021 Continuation Allocation Chart
- 1-E: Adult General Education Enrollment and Performance Form, 2020-21
- Key Definitions
- WIOA Web Resources
- WIOA Eligible Adult General Education Programs
- Approved Performance Measures and State Completion Goals
- Educational Gain Definitions
- AGE Educational Functioning Level Descriptors
- 12-E: Student Data Summary
- DOE 100A, Project Application Form
- Self-Evaluation Form
- DOE 101S, Example Budget Narrative Form Information
- Projected Equipment Purchases Form
- Application Review Criteria and Checklist

Application Forms

- **Form**

All required forms to complete this application are found in the Forms and Applications Support Documents sections on the Division's website located at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>

- Place all application items in the order specified in the **Application Checklist** (see the last page of the RFA document).

Submitting the Proposal

- Conditions for Acceptance
 - Request for Application is due, **June 30, 2020.**
 - The project effective date will be July 1, 2020 or the date the application is received within the Office of Grants Management, whichever is later.
 - DOE 100A and DOE101S – Budget Narrative Form
 - Assigned TAPS Number included on the forms
 - All required forms have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
 - Application must be submitted to electronically to the Office of Grants Management Sharefile system

Submitting the Proposal Cont.

- The Florida Department of Education (FDOE) has implemented a cloud-based file sharing service (ShareFile) to provide an uninterrupted process for recipients to submit applications and amendments electronically for the 2020-2021 fiscal year projects.
 - The Office of Grants Management will no longer accept hard copies via mail or those electronically sent to staff in the Bureau of Federal Educational Programs.

Submitting the Proposal Cont.

- Agency head and contacts identified by FDOE have been given access to submit applications and amendments for the 2020-2021 Career and Technical Education grant programs and will receive notification of the awards through ShareFile.
- Instructions to access ShareFile will be emailed to agency grant contacts via your Program Manager.
 - You may contact the Office of Grants Management at OGM@fldoe.org for technical assistance.

Participants' Questions



www.FLDOE.org

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