2017-2018 Adult Education and Family Literacy Education
RE-ADVERTISEMENT

Funding Opportunities Webinar August 2, 2017

Division of Career and Adult Education

Rod Duckworth, Chancellor

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2017-2018 Re-Advertisement Funding Workshop

Adult Education and Family Literacy Education Competitive Grants
Due August 29, 2017

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

http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml

Division of Career and Adult Education (DCAE)

Funding Workshop Conference Call

August 2, 2017

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

Call number: 1-888-670-3525

Conference code: 4632608161 then #

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 Proposal (RFP) submission requirements

Webinar Agenda

1. Funding Goal and Overview - Gloria Spradley-Brown

2. Florida's AEFLA Size, Scope, and Quality Requirements - Kathleen Taylor (pre-recorded)

3. Overview of Narrative Requirements - Gloria Spradley-Brown

4. Submitting a Grant Proposal - Gloria Spradley-Brown

5. WIOA Reporting and Accountability Requirements - Tara McLarnon (pre-recorded)

6. Integrated English Literacy and Civics Education – Stefany Deckard

7. Forms Required for Competitive Proposals - Tara Goodman (pre-recorded)

Webinar Agenda Cont.

8. Recommended Awards Process - Tara Goodman

9. Participants' Questions

10. Online Survey

Funding 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

Request for Proposal (RFP)

Competitive Grant Funds

- Adult General Education
- Integrated English Literacy and Civics Education

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

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Funding Purpose and Priorities Cont.

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

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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.

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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 Educations (section 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.

Integrated English Literacy and Civics Educations (section 231 and 243) Cont.

- Target Population
  - Adult 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.

Funding Allocations

Adult Education and Family Literacy Act (AEFLA)

Adult General Education $1,307,240

Integrated English Literacy and Civics Education $ 370,100

Total   **$1,677,340**

Funding is contingent upon approval by the US Dept. of Education.

Budget/Program Performance Period

- July 1, 2017 to June 30, 2018
  - up to three-year grant period, through June 30, 2020
- Multi-Year Funding:
  - Subject to funding appropriation for subsequent years
  - Funding program year cycles:
  - 2017-2018 (July 1, 2017 – June 30, 2018)
  - 2018-2019 (July 1, 2018 – June 30, 2019)
  - 2019-2020 (July 1, 2018 – June 30, 2020)
- Grantees awarded for the 2017-2018 program period are **NOT** guaranteed any additional funds beyond the 2017-2018 year, at this time.

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Continuation Funding

- two remaining years (2018-19 and 2019-20)

- submit separate continuation grant application each year

- adhere to state and federal assurances

- successful implementation of program performance expectations

- 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 English language learner.

Eligible Provider

Is an organization that has <u>demonstrated effectiveness</u> in providing adult education and literacy activities that may include:

A. a local educational agency;
B. a community-based organization or faith-based organization;
C. a volunteer literacy organization;
D. an institution of higher education;
E. a public or private nonprofit agency;
F. a library;
G. a public housing authority;

Eligible Provider Cont.

H. a nonprofit institution not described in any of subparagraphs (A) through (G) and has the ability to provide literacy activities to eligible providers;

I. a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described in (A) through (H); and

J. a partnership between an employer and an entity described in any of (A) through (I).

Application Due Date

August 29, 2017

Application must be received within the Department of
Education no later than the close of business
(5pm EDT) on the due date.

General Information

- State Performance Accountability
  - Data-driven system
  - Established state performance target annually with federal office
  - Local providers will be expected to meet State Targets

- Program Improvement Plan
  - Grantees are expected to meet 90% of State Targets
  - Failure to meet target, grantee must complete an Adult Education Program Improvement Plan (AEPIP) for each failed indicator.

General Information Cont.

- General Terms, Assurance and Conditions for Participation in Federal and State Program
  - 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
    - Federal Cash Advance
        - electronic funds transfer (EFT)
    - Reimbursement with Performance
        - rendered upon submission of invoicing documented allowable disbursement and performance achieved.
- Financial Consequences
    - Financial data to Performance achieved
        - Grantee is expected to meet the enrollment performance target(s), throughout the three-year grant period.
        - Enrollment target(s) will be verified through student level data submission (unduplicated headcount) in AEFLA eligible programs

General Information Cont.

- Financial Consequences
  - Florida Department of Education (FDOE) staff will conduct mid-year and end-of-year enrollment achieved and financial disbursement reconciliation.

  - All financial reconciliation, (mid-year and final-year), will occur at the grant (per county) level. The grantees will be required to submit NRS participant data by county when submitting their mid-year and final-year financial reconciliation. This information will be verified with MIS reporting.

  - Each funded year, if a grantee receives, financial payment greater than the actual enrollment target achieved, the recipient MUST refund FLDOE the difference.

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General Information Cont.

- Financial Consequences
  - The grantees will be required to meet the enrollment targets as follows:
    - Year 1 – 85% for 2017-18
    - Year 2 – 90% for 2018-19
    - Year 3 – 100% for 2019-20
  - Continuation funds are not guaranteed

How to Calculate Funds per Enrollment?

- Each grantee will have funds per enrollment calculated based upon the grant award amount and the enrollment target submitted in the grant proposal in Form 1-D.

$$\textbf{\textit{Funds per Enrollment}} = \frac{\textbf{\textit{Grant Award Amount}}}{\textbf{\textit{Enrollment Target (NRS participants)}}}$$

EXAMPLE: $202 Funds per Enrollment = $202,000 / 1000 NRS Participants

Example: Agency with Enrollment Target of 1000 students

Grant Award Amount	**$202,000**
Funds per Enrollment	$202
Enrollment Target	1,000
Year 1 - 85% of Enrollment Target	850
Actual enrollment in Year 1 (2017-18)	800
Difference between 85% of Enrollment Target and Actual Enrollment	50

*Final fiscal reconciliation would result in reduction of $10,100 ($202 * 50 students)*

$202,000 - $10,100 = $191,900 (amount earned)

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 <u>must submit a completed DOE 499 form</u>, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller's Office, by August 20, 2018.

Federal and State Requirements

- Fiscal Requirements
  - Upon final review of end-of-year performance report, grantees that do not meet their enrollment targets will be required to submit an amended DOE 499 form.

- Fiscal Control:
  - 2CFR 200 in the Uniform Administrative Requirement,
  - Education Department General Administration Regulations (EDGAR), and
  - Reference Guide for State Expenditures

Federal and State Requirements Cont.

- Equipment Purchases:
  - Uniform Grant Guidance (UGG),
  - FLDOE Equipment Form, and
  - Florida Administrative Code, Rule, 691-72.002.

- Administrative Cost
  - 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.

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Federal and State Requirements Cont.

- Administrative Cost
  - 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.

- General Education Provision Act (GEPA)
  - Provide a concise description of your agency's local equitable access process.

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Federal and State Requirements Cont.

- Access and Equity
  - Comply with federal statutes
- Equitable Service for Private School Participation
  - Provide a plan of action to ensure equitable services to private school children and teachers.

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.

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Federal and State Requirements Cont.

3. Amount can not exceed statutory limitation on administrative cost of 5%.

- Provide FLDOE 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*.

Records Retention

- Maintained for **five years** from the last day of the program or longer, if there is an ongoing investigation or audit.
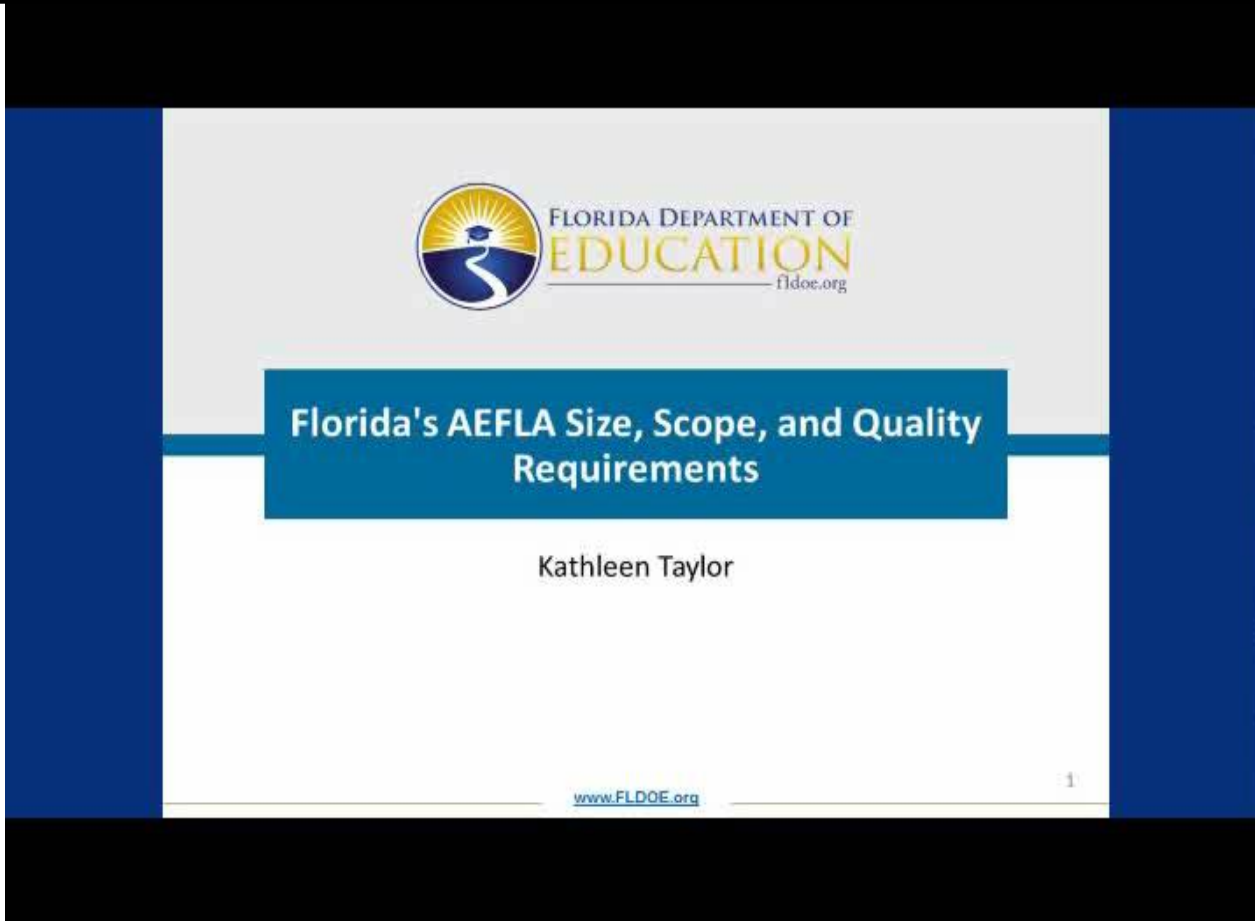
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Florida's AEFLA Size, Scope, and Quality Requirements

Kathleen Taylor

Click link below to
Play Recorded Video Website
http://data.fldoe.org/winmed2/workforce/WIOA-Size.wmv

Florida's AEFLA Size, Scope, and Quality Requirements

Kathleen Taylor

www.FLDOE.org

Overview of Narrative Requirements

Gloria Spradley-Brown

Narrative Component

1. **Regional Needs Assessment**
   - 1-D: Adult General Education Enrollment and Performance Form,   2017-18
   - Must enroll a minimum of 20 students during each program year.

2. **Serving Individuals with Disabilities**
   - Provide service to accommodate student and staff with disabilities (learning, physical, emotional and mental).

3. **Past Effectiveness**
   - 3-B: Adult General Education Past Effectiveness Chart
   - Data: New and/or Previously AEFLA providers

Narrative Component Cont.

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

- 4-E: Alignment with Local Workforce Development Board (LWDB) Plan Executive Summary
  - Required and completed only **once** per eligible provider
  - One comprehensive – connecting all three grant applications
  - LWDB will evaluate the recipient's responses to the questions and make comments and/or recommendations to promote alignment under section 108 of WIOA.
  - FLDOE must consider the results of the review by the LWDB, therefore, eligible providers may be required to make modification on sections of grant, depending on recommendations submitted by the LWDB.

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Narrative Component Cont.

5. **Intensity, Duration, and Flexible Scheduling**
    - 5-A: Program Offerings Form, 2017-2018, Adult General Education Grant
    - 5-B: Program Schedule by County and Site 2017-2018, 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**
    - rigorous research and evidence-based instructional approaches for ABE and ELA

Narrative Component Cont.

7. **Effective Use of Technology and Distance Learning**
   - Integrate the use of technology in the class instruction
   - Blended distance/classroom

8. **Facilitate Learning in Context**
   - Contextualized curriculum that integrates reading, math, language skills with occupational content
   - Integrated Education and Training (IET) activities (known as Florida's Integrated Career and Academic Preparation System (FICAPS)

Narrative Component Cont.

9. Qualified Instructors and Staff
- Professional Development Plan
- Personnel Chart

10. Partnerships
- Responsibilities with partners
- Sub-recipient agreement (instructional services)
  - Accurately collect data
- State of Florida Contract and Grant User Guide

11. Support Services
- Student assessment, accommodations, support services

Narrative Component Cont.

12. **High Quality Information and Data Collection Systems**
    - Data management information system and practices
    - Comply with the NRS and WIOA performance measures
    - **12-F: Student Data Summary/Screen Shot**
        - Must submit a copy of their standardized Student Data Summary (student intake) form

13. **Integrated English Literacy and Civics Education (IELCE) (Optional)**
    - Implement English Language Acquisition (ELA), citizenship and civic participation and workforce training activities

Narrative Component Cont.

14. Family Literacy Services (Optional)

- Integrate Family Literacy Educational Services
- Types of activities
- Partnerships

15. Budget Narrative

- Budget Narrative, Form DOE 101S
- 15-C: Maximum Allocation Form, Adult General Education Grant
- 15-D: Adult General Education Assurance and Acknowledgement Form

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Narrative Component Cont.

16. **Support for the Strategic Plan**
    - Florida Next Generation PreK-20 Education Strategic Plan
    - Just Read Florida and Math/Science Initiative

17. **General Education Provisions Act (GEPA) – For Federal Programs**
    - Ensure equitable access – student, teacher and others with special needs

18. **Dissemination Plan**
    - Disseminate and share Adult Education program information

Narrative Component Cont.

- **Enrollment and Performance Accountability**
  - 1-D: Adult General Education Enrollment and Performance Form 2017-18.
    - report the projected participant enrollment and measurable skills gains (MSG).

- **Funds Distribution**
  - 15-C: Maximum Allocation Form, Adult General Education Grant
    - determine the maximum amount funds that may be requested
    - amount will be calculated based on the geographic allocation for each county served and total projected enrollment as recorded on the 1-D form (column B/row15).

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Narrative Component Cont.

- **Data Reporting**
  - Performance data will be tracked and verified
- **Project Performance Accountability Form**
  - Pre-populated with the correct information
  - Submit with grant proposal
- **WIOA and NRS Performance**
  - See Recorded Video
- **Program Income**
  - "Addition Method"- must obtain prior written approval from FDOE

General Information

- Notice of Intent-to-Apply
  - Email Judieth.Taylor@fldoe.org
  - Date: August 10, 2017

- Method of Answering frequently Asked Questions
  - Email Judieth.Taylor@fldoe.org
  - Last Date: July 28, 2017
  - Response Posted on Division website
    - http://www.fldoe.org/academics/career-adult-edu/funding-opportunities.

Submitting the Grant Proposal

Gloria Spradley-Brown

Narrative Section response format

- Number of application documents to be submitted:
    - One application with original signatures (Blue ink- Preferred)
    - Eight (8) identical copies of the original application
    - 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
- Do not staple or spiral bind

Submitting the Proposal

- Conditions for Acceptance
    - Request for Proposal must submitted to FLDOE by the due date, **August 29, 2017 by 5:00 p.m. (EDT)**
    - DOE 100A and DOE101S – Budget Narrative form
    - Required Forms must have original signatures by an authorized entity
        - Applications signed by officials other than agency head must have a letter signed granting authorization

Submitting the Proposal Cont.

- Submit one application with the original Agency Head signature and <u>eight</u> identical copies of the original proposal.

- <u>Place all application items in the order specified</u> in the **Application Checklist** (see the last page of the RFP document).

- It is the submitting agency's responsibility to ensure that all copies are identical to the original.

  Submit to:
  Office of Grants Management
  Florida Department of Education
  325 West Gaines Street, Room 332, Unit B
  Tallahassee, FL 32399-0400

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Method of Review

- Proposals must be received by due date

- Responses from the Local Workforce Development Board Review regarding alignment with the local area plan due to FLDOE by September 18, 2017

- Peer Review process
  - training will be provided

- Proposals that meet all requirements
  - evaluated and scored
  - scoring rubric
  - awards are subject to availability of funds
  - must have a minimum score to be eligible

Attachments

- Allocation Chart

- 4-E: Alignment with Local Workforce Development Board (LWDB) Plan Executive Summary

- Overview of Key WIOA and AEFLA Provisions

- WIOA Eligible Adult General Education Programs

- Approved Performance Measures and State Completion Goals

- AGE Educational Functioning Level Descriptors

- 12-F: Student Data Summary/Screen-Shot

- DOE 100A, Project Application Form

- DOE 101S, Example Budget Narrative Form Information

- Projected Equipment Purchases Form

- Application Review Criteria and Checklist

Application Forms

- **Forms**
    - All required forms to complete this application are found in the Applications Support Documents section on the Division's website located at: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2017-2018-career-adult-edu-funding-opp.stml

WIOA Reporting and Accountability Requirements

Tara McLarnon

Click link below to
Play Recorded Video Website:
http://data.fldoe.org/winmed2/workforce/WIOA-RA-Req.wmv

WIOA Reporting and Accountability Requirements

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Integrated English Literacy and Civics Education (IELCE):
Two Approaches to Delivery

Stefany Deckard

Integrated English Literacy and Civics Education (IELCE)

Key Statutory and Regulatory Citations

- IELCE is defined in Section 203 (12)

- IELCE as a service/activity in Section 231

- IELCE as a program in section 243

- Title 34 of the Code of Federal Regulations (CFR) Part 463.33, 463.70, 463.73, 463.74, 463.75

Integrated English Literacy and Civics Education (IELCE) Cont.

IELCE is defined as *services provided to English language learners who are adults, including professionals with degrees and credentials 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 US. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training* Section 203(11).

Integrated English Literacy and Civics Education (IELCE) Cont.

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

- Civics education, which includes the learning about the rights and responsibilities of citizenship and civic participation, and may include

- Workforce training.

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Integrated English Literacy and Civics Education (IELCE) Program (Section 243)

Moving from EL/Civics to Integrated English Literacy and Civics Education (IELCE)

- Due to the passage of WIOA, EL/Civics transitioned to Integrated English Literacy and Civics Education (IELCE).

- WIOA reconceives EL/Civics as a comprehensive workforce development program and makes other enhancements including emphasizing a focus on serving professionals with degrees and credentials in their native countries.

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Moving from EL/Civics to Integrated English Literacy and Civics Education (IELCE) Cont.

What changed in Adult Education and Literacy Activities: Integrated English Literacy and Civics Education

WIA	WIOA
There was no IELCE in WIA. Funding for EL/Civics program to states was authorized through annual appropriations.	WIOA authorizes and codifies the Integrated English Literacy and Civics Education program (IELCE).
EL/Civics focus on learning English while also learning about civil rights, civic participation and responsibility, and obtaining citizenship. There was no explicit focus on workforce development.	In the IELCE Program, literacy, English language acquisition, and civics education must be delivered in combination with integrated education and training activities.
WIA was silent on specific service **subpopulation as it pertains to** individuals needing English language instruction.	Clarifies that program services are also available to "professionals with degrees and credentials in their native countries."

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243

- Who is eligible to receive education services through the IELCE program?

    - Adult English language learners, including professionals with degrees and credentials obtained in their native countries

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

Requirements for IELCE Program Eligible Providers

1. Include:

   - Literacy and English language acquisition
   - Instruction on the rights and responsibilities of citizenship and civic participation
   - Integrated education and training

2. Are designed to:

   - Prepare and place ELLs in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
   - Integrate with the local workforce development system to carry out the program's activities.

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Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

- Section 243 funds (IELCE Program) must be used in combination with Integrated Education and Training (IET).

- The requirement is on the program and not the individual participants.

- Students without credential attainment or employment related goals should not be dissuaded from participating in the program.

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Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

- **Excerpt from OCTAE preamble discussion under CFR 463.70.** Complete text may be found at: **https://www.doleta.gov/WIOA/Final_Rules_Resources.cfm**

    1. "English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program."

    2. "We do note that the Act requires that eligible providers receiving funds under §243 are required to provide these services in combination with integrated education and training."

Integrated English Literacy and Civics Education (IELCE) Program funded under Section 243 Cont.

- **Excerpt from OCTAE preamble discussion under CFR 463.70**
    3. "We believe the Act does not require all participants enrolled in integrated English literacy and civics education programs under §243 to be receiving integrated education and training services."
    4. "We do believe the Act requires that eligible providers receiving funds under §243 use those funds for integrated English literacy and civics education in combination with integrated education and training activities. Thus, participants for whom integrated education and training services are appropriate will have access to those services."
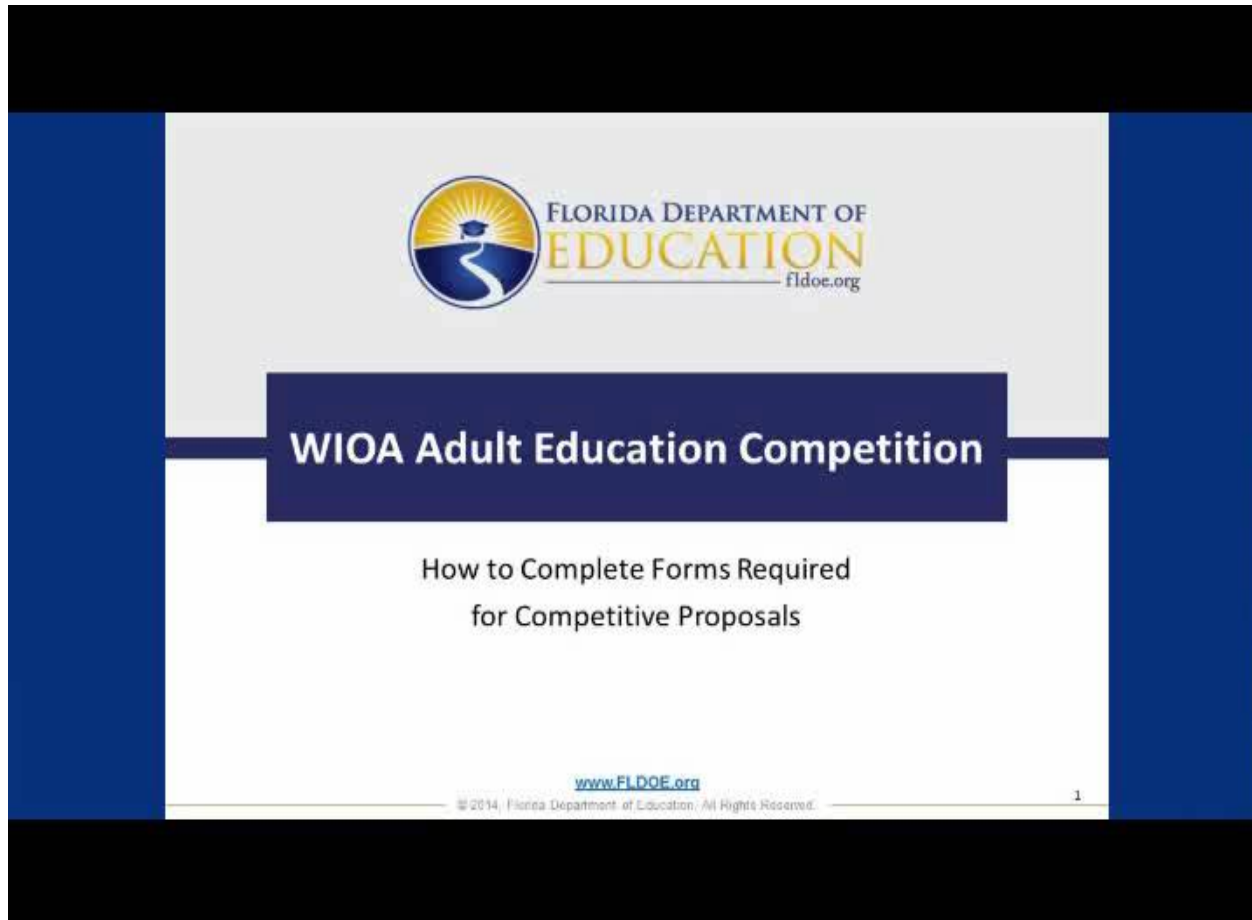
Forms Required for Competitive Proposals

Tara Goodman

Click link below to
Play Recorded Video Website
http://data.fldoe.org/winmed2/workforce/WIOA-Forms.wmv

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Recommended Awards Process

Tara Goodman

Process for AGE and I-ELCE Grants

- Funding will be awarded to agencies that meet the minimum score requirement:
  - Adult General Education - 113
  - Integrated English literacy and Civics Education - 101

- However, if the requested funds exceed the geographic allocation, the amount awarded may be proportioned to each agency's percentage of total enrollments identified from the 1-D – Enrollment and Performance Forms. The final recommended award will not exceed the applicant's requested amount.

Adult General Education Grant - Final Award Recommendations for a Geographic Area

- If more than one agency in a geographic area meets the minimum required score **and** the total requested funds exceed the geographic allocation, the final recommended grant award will be based upon the following formula:

  - Dividing $30,000 base grant funds equally among all eligible applicants.

  - Dividing the remaining funds based on enrollment targets in the grant proposal. Each grantee will receive funds in proportion to the total enrollment targets established in the proposal.

Example: Two Agencies Meet Minimum Required Score and Qualify for Funding

Geographic Allocation = $1,000,000

Agency	Grant Funds Requested	Enrollment Target	Share of Enrollment	Base Funds	Enrollment Share Funds	Total Recommended Award
Agency 1	$648,000	1,500	53.57%	$15,000	$519,643	**$534,643**
Agency 2	$565,600	1,300	46.43%	$15,000	$450,357	**$465,357**
Total	$1,213,600	2,800		$30,000	$970,000	**$1,000,000**

Example: Three Agencies Meet Minimum Required Score and Qualify for Funding

Geographic Allocation = $4,000,000

Agency	Grant Funds Requested	Enrollment Target	Share of Enrollment	Base Funds	Enrollment Share Funds	Total Recommended Award
Agency 1	$2,060,000	5,000	37.04%	$10,000	$1,470,370	**$1,480,370**
Agency 2	$3,326,000	8,000	59.26%	$10,000	$2,352,593	**$2,362,593**
Agency 3	$236,000	500	3.70%	$10,000	$147,037	**$157,037**
Total	$5,622,000	13,500		$30,000	$3,970,000	**$4,000,000**

IELCE Grant - Final Award Recommendations for a Geographic Area

- If more than one agency in a geographic area meets the minimum required score **and** the total requested funds exceed the geographic allocation, the final recommended grant award will be based upon the following formula:
  - Divide total funds based on enrollment targets in the grant proposal. Each grantee will receive funds in proportion to the total enrollment targets established in the proposal.

Example: Two Agencies Meet Minimum Required Score and Qualify for Funding

Geographic Allocation = $500,000

Agency	Grant Funds Requested	Enrollment Target	Share of Enrollment	Total Recommended Award
Agency 1	$329,600	800	53.33%	**$266,667**
Agency 2	$288,400	700	46.67%	**$233,333**
Total	$618,000	1,500		**$500,000**

Participants' Questions

Online Survey

Josué Colorado

Online Survey

Survey for this webinar -

Please take a few minutes to give us your feedback via this survey posted on our website:
https://floridadepartmentofeducation.formstack.com/forms/agewebinarsurvey

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