



2018-2019 Adult Education and Family Literacy Education

**Division of Career and Adult Education
Rod Duckworth, Chancellor**



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2018-2019 Funding Opportunity

Adult Education and Family Literacy Education

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

Due June 27, 2018

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

Division of Career and Adult Education (DCAE)

Funding Webinar

May 29, 2018

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

Call number: 1-888-670-3525

Conference code: 4632608161 then #



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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

1. Goal and Overview - Gloria Spradley-Brown
2. Adult Education Program Updates - Kathleen Taylor
3. Integrated English Literacy and Civics Education Program Updates-Kathleen Taylor
4. Overview of Narrative Requirements - Gloria Spradley-Brown
5. Submitting a Grant Application - Gloria Spradley-Brown
6. Participants' Questions
7. 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

Request for Application (RFA)

- 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 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.

2018-2019 Funding Allocations

Adult Education and Family Literacy Act (AEFLA)

Adult General Education	\$27,999,143
Corrections	\$ 2,072,324
Integrated English Literacy and Civics Education	<u>\$ 6,764,163</u>
Total	\$36,835,630

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

Budget/Program Performance Period

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

Continuation Funding

- 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 ELL.

Eligible Applicant

Eligible applicants 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 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 (AEP/IP) for each failed indicator.

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
 - Financial data to Performance achieved
 - Grantee is expected to meet their agreed upon 2017-2018 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) 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 may be required to submit a supplemental data file with students enrolled by county for 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.

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

- Fiscal Requirements

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

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 DOE 499 form, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2019.

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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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

2018-2019 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>

Adult Education Program Updates:

Integrated Education and Training

- IET is defined in Florida's WIOA unified plan as simultaneous enrollment in an eligible adult education program (GED[®]-I and/or ELCATE) and an eligible State Board of Education adopted postsecondary career and technical education program. The 2018-2019 CTE curriculum frameworks may be accessed at:

<http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks>

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

Adult Education Program Updates

Integrated Education and Training

- New for 2018-2019– all continuation projects must submit Florida’s Adult Education Career Pathways Program of Study located at <http://fldoe.org/academics/career-adult-edu/adult-edu/resources.shtml>
- The form will serve to demonstrate how your agency is moving towards implementation of an IET program for the 2018-2019 program year.

Adult Education Program Updates

A student will identify a Career Cluster of interest via a career interest assessment ([MyCareerShines](#)), then transition from Adult Basic Education and and/or ESOL to GED®-I or ELCATE and/or the career of program of their choice.

Pre-IET Bridge Program (if applicable)	Program Name	Program #	Describe how Pre-IET prepares students for in demand occupational clusters and/or integrated education and training. If Pre-IET is not currently available, describe how your agency is planning to implement Pre-IET. Provide specific action steps and a timeline.		
	Adult Basic Education	9900040			
	Adult ESOL	9900001			
Identify Adult Education IET Program (if applicable)	Identify the CTE Program Name(s) & # or CIP		CTE Program Length	Industry Certification or Licensure(s) Available in CTE Program (if applicable)	Expected # of Students to be Served in 2018-2019
	GED® -I Program #9900130				
	ELCATE Program #9900050				



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

Kathleen Taylor

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)

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 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 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.

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

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.



Overview of Narrative Requirements

Gloria Spradley-Brown

Narrative Component

1. Regional Needs Assessment

- Describe any changes from the original application
 - If there no planned changes, grantee must write “No Planned Changes”
- **“New”** 1-E: Enrollment and Performance Attestation Form, 2018-19, Adult General Education
 - Must be on agency letterhead
 - Certify that the grantee agrees to the following:
 - Enrollment target submitted in original 17-18 application
 - Expected to achieve at least 90% of agreed upon state target.
 - Failure to meet at least 90%, grantee will be required to submit a AEPIP

Narrative Component Cont.

2. Serving Individuals with Disabilities

- Describe any changes from the original application.

3. Past Effectiveness

- Describe any changes from the original application.

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 2018-2019 continuation award.
 - Demonstrate how the agency's 2018-2019 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, 2018-2019, Adult General Education Grant
 - 5-B: Program Schedule by County and Site 2018-2019, 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

- Describe any changes from the original application.

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 (known as Florida's Integrated Career and Academic Preparation System (FICAPS))
 - Complete the Florida's Adult Education Career and Pathways Program of Study Form to describe how the agency will develop and implement career pathways strategies. This form is located on the 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, 2018-2019, Adult General Education, 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

13. Integrated English Literacy and Civics Education (IELCE)

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

Narrative Component Cont.

14. Family Literacy Services (Optional)

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

15. Budget Narrative

- Must provide a written response in each section
 - Budget Narrative, Form DOE 101S
 - 15-D: Adult General Education Assurance and Acknowledgement Form, 2018-2019, Adult General Education

16. Support for the Strategic Plan

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

Narrative Component Cont.

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



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)
 - Three (3) identical copies of the original application
 - **MAXIMUM PAGE LIMIT (20) 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 Application is due, **June 27, 2018**. The project effective date will be July 1, 2018 or the date the application is received within the Office of Grants Management, whichever is later.
 - 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 three identical copies of the original proposal.
- Place all application items in the order specified in the **Application Checklist** (see the last page of the RFA 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

Attachments in the Request for Application (RFA)

- 2018-2019 Continuation Allocation Chart
- 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-E: Student Data Summary/Screen-Shot
- 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

- **Forms**

- All required forms to complete this application are found in the Adult Education and 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.shtml>

Participants' Questions



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Online Survey

Gloria Spradley-Brown

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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