

Welcome

2009-2010

**Division of Workforce Education
Funding Opportunities**

Welcome & Introduction

Gloria Spradley-Brown

Bureau Chief

Grants Administration and Compliance

Adult Education Workshop Agenda

- **Welcome and Introduction – Gloria Spradley-Brown**
- **New and on the Horizon – Alex Penn-Williams**
- **Reporting/Accountability – Craig Winger**
- **Request for Proposal Overview - Gloria Spradley-Brown**
- **Preparing the Proposal – Ken Plummer**
- **English Literacy / Civics – Phil Anderson**
- **Compliance and Monitoring – Eileen Amy**
- **Questions and Answers**
- **Workshop Wrap-Up and Survey**

Competitive Funding Categories

**Adult General Education and Family
Literacy**

Corrections Education

Native American

English Literacy / Civics Education

New and on the Horizon for Adult Education and Family Literacy

**Alex Penn-Williams
Bureau Chief
Adult Workforce Education**

Objectives

- **To improve student**
 - learning gains
 - secondary school completion
 - postsecondary enrollment
 - employment outcomes
- **To increase provider**
 - accountability
 - efficiency

Strategies

- **Reduce redundancies in administrative costs**
- **Align resources with state needs**
- **Improve quality of data collection**
- **Expand data reporting capabilities**
- **Increase targeted technical assistance**
- **Deliver timely resources and information to adult education stakeholders statewide**

Strategies

Provide Support for:

- **Professional growth, networking and feedback**
- **A statewide, on-line professional development and credentialing system**
- **A statewide distance education system**
- **Family Literacy Programs**
- **EL Civics Programs**
- **The success of special populations in adult education programs**

NRS Reporting Requirements

National Reporting System

Craig Winger

Adult Education Programs and GED

Why is the NRS Important?

Statutory Requirement

Adult Education and Family Literacy Act

Workforce Investment Act

Impacts future funding/incentive dollars

Basis for Florida receiving incentive dollars

**Can and should be used for program
improvement**

Who Reports the Data?

All entities receiving federal funding for:

- **Adult Basic Education (ABE)**
- **Adult High School (AHS)**
- **GED Prep**
- **English for Speakers of Other Languages (ESOL)**

NRS Report Overview

- **Annual federal report used to evaluate state level adult education program effectiveness**
- **Uniform reporting system with common definitions and terminology across the nation**
 - **Established Educational Functioning Levels (EFLs)**
 - **Educational Gain became effectiveness measure**
 - **Tied performance to continued federal funding**

Educational Functioning Levels (EFL)

Adult Basic Education (4 EFLs)	Grade Levels
Beginning ABE Literacy	0.0 – 1.9
Beginning Basic Education	2.0 – 3.9
Low Intermediate Basic Education	4.0 – 5.9
High Intermediate Basic Education	6.0 – 8.9
Adult Secondary Education (2 EFLs)	
Low Adult Secondary Education	9.0 – 10.9
High Adult Secondary Education	11.0 – 12.0

Educational Functioning Levels (continued)

English as a Second Language (6 EFLs)	CASAS Scale
Beginning ESL Literacy	0 – 180
Low Beginning ESL	181 – 190
High Beginning ESL	191 – 200
Low Intermediate ESL	201 – 210
High Intermediate ESL	211 - 220
Advanced ESL	221 – 235

Unique Reporting Requirements

- **Students must be enrolled in a minimum of 12 contact hours in the program year to be NRS reportable**
- **An educational gain is calculated from the lowest EFL only**
- **Student goals (core measures) must be achievable in the program year**
- **Distance education courses must use on-site proctored assessments to be NRS reportable**

NRS Core Outcome Measures

- **Educational Gains (advanced to the next EFL in the program year)**
- **Entered Employment ***
- **Retained Employment ***
- **Placement in postsecondary education or training ***
- **Receipt of a secondary school diploma or GED ***

***Student must have entered program with goal related to the measure and the goal must be achievable in the program year.**

NRS Descriptive Measures

- **Demographics**
 - Race/Ethnicity
 - Gender
 - Age
- **Status and Goals**
 - Labor Force Status
 - Public Assistance Status
 - Rural Residence
 - Disability Status
 - Learner Goals

NRS Participation Measures

- **Contact hours**
- **Program enrollment types:**
 - **ABE/ASE/ESL**
 - **Literacy Education for Households**
 - **Workplace Programs**
 - **Homeless Programs**
 - **Correctional Facilities**
 - **Community Corrections Programs**

How is NRS Data Collected?

It starts at the Local Level...

- **Intake staff should collect and record NRS measures such as**
 - **Age, Ethnicity, Race, Gender**
 - **Student's goals (core outcome measures)**
- **Teachers should**
 - **Collect and report attendance or contact time**
 - **Collect and report student progress**
 - **Assist with goal setting or other missing information**

How is NRS Data Collected?

Districts and Colleges send NRS data through the state reporting system throughout the year

- **Workforce Data Information System - for districts**
- **Florida College System - for colleges**
- **Community-Based Organizations compile NRS data and send it to the state through a Web-based system**

How is NRS Data Collected?

FLDOE compiles data from all delivery systems annually and sends it to USDOE by Dec 31st in the following tables:

- Table 1 – Participants by Entering EFL, Ethnicity, Sex
- Table 2 – Participants by Age, Ethnicity, and Sex
- Table 3 – Participants by Program Type and Age
- Table 4 – Educational Gains/Attendance by EFL
 - Table 4b – Ed. Gains/Attend for Pre- and Post-tested
 - Table 4c – Ed. Gains/Attend for Distance Education *
- Table 5 – Core Follow-up Outcome Achievement
- Table 5a – Core Follow-up Outcomes for Distance Education *
- Table 6 – Participant Status and Program Enrollment
- Table 7 – Personnel by Function and Job Status
- Table 10 – Correctional Education
- Table 14 – Local Grantees by Funding Source

* New Tables – Start collecting data in PY 2009-2010 for NRS Report in Fall 2010

Performance Measures

- **The data collected from the NRS data tables are used to calculate performance measures and set targets, which are negotiated yearly with the US DOE.**
- **These measures compare Florida's student outcomes with other states' outcomes to evaluate effectiveness.**
- **The performance measures are included in this year's continuation application in order to be used to improve student outcomes.**

Contacts and Web Information

- **Program NRS Contact**
Craig Winger, (850)245-0720
craig.winger@fldoe.org
- **MIS NRS Contact**
Debbie Fitzpatrick, (850) 245-9508
debbie.fitzpatrick@fldoe.org
- **Florida NRS Web Site**
<http://www.fldoe.org/arm/cctcmis/pubs/nrs/nrs.asp>
- **USDOE NRS Web Site**
<http://www.nrsweb.org>

Request for Proposal Overview

**Gloria Spradley-Brown
Bureau Chief**

Goals

- **To provide funding opportunities information**
- **To provide pertinent programmatic information**
- **To provide Request for Proposal (RFP) submission requirements**
- **To provide performance reporting requirements**

Funding Purpose and Priorities

- **Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency**
- **Assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children**
- **Assist adults in completing high school or the equivalent**

Funding Purpose and Priorities

Family Literacy Education:

- **Interactive literacy activities between parents and their children**
- **Training for parents on how to be the primary teacher for their children and full partners in the education of their children**
- **Parent literacy training that leads to economic self-sufficiency**
- **An age-appropriate education to prepare children for success in school and life experiences**

AGE RFP - Changes

- **AGE combines Adult Education and Family Literacy in one RFP**
 - **AGE is required**
 - **Family Literacy is encouraged, but is an optional service**

Performance and Accountability

- **Ensures resources serve the needs of a community effectively and efficiently**
- **Focuses on continuous improvement**
- **Uses state performance targets against which to measure effectiveness**
- **Data driven process for monitoring**
- **Reports EFL completions of enrolled students in NRS system Table 4**

Incentives

Eligibility Performance criteria

Completion rate of 40% and above

Cost per completer \$233 or less

Reports all required data for grantee and sub-grantee

2009-2010 Funding Allocations

Adult Education and Family Literacy Act (AEFLA)

Adult General Education and Family Literacy	\$21,708,073
Corrections Education	\$ 2,130,489
Native Americans	\$
English Literacy / Civics	100,000 \$ 7,801,258
Total	\$31,739,820

Target Population

Adults needing services or instruction below the postsecondary level for individuals:

(A) who have attained 16 years of age;

(B) who are not enrolled or required to be enrolled in secondary school under state law; and

(C) who –

(i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;

(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or

(iii) are unable to speak, read, or write the English language.

Local Provisions: Required Activities

- 1. Adult education and literacy services, including workplace literacy services ***
- 2. Family literacy services**
- 3. English literacy and Civics education programs**

***Workplace Readiness outcomes are not eligible outcomes for this funding.**

Eligible Applicants

- **Local Educational Agency (LEA)**
- **Community-Based Organization (CBO)**
- **Faith-Based Organization (FBO)**
- **Volunteer Literacy Organization**
- **Institution of Higher Education**
- **Public or Private Nonprofit Agency**
- **Library**
- **Public Housing Authority**
- **Nonprofit Institution**
- **Consortium of the Above**

The Funding Process

- **Competitive**
 - **Direct and equitable access**
- **Full Application Required**
 - **Not a continuation**
- **Budget/Program Performance Period**
 - **July 1, 2009 - June 30, 2010**
- **Multi-year Awards**
 - **24 months**
 - **Submit continuation application in the second year**
 - **Evaluation focuses on performance in the first year**

The Funding Process

- **Peer Review**
- **Scores based on 100 point scale**
 - **Minimum of 70 points for an application to be funded**
- **Applications due June 5**

Completing the Target Form

URL for Excel Target Form:

<http://www.fldoe.org/workforce/dwdgrants/adulted.asp>

- **Applicants are to use 2007-08 data to set reasonable targets for enrollment and completion for each Educational Functioning Level (EFL).**
- **Consider increasing both enrollments and completions.**
- **Determine funding request.**
- **Insert EFL and enrollment targets into the form.**
- **Calculations for Award per EFL and Completion rate are automatically calculated by the required on-line Excel form.**

Preparing the Proposal

Ken Plummer

Director, Grants Administration

The Narrative Components

- **Project Abstract or Summary**
- **Project Need**
- **Project Design and Implementation**
- **Evaluation**
- **Support for the Next Generation Strategic Plan**
- **Dissemination Plan**
- **General Education Provisions**

Project Abstract or Summary

A one-page summary which provides an overview of the proposed program.

Project Need

Describe the need for the proposed project and provide supporting data as evidence.

Project Design and Implementation

- **This section of the application is comprised of 13 components - from A through M.**
- **Where required, respond to each component based on the specific criteria identified in the RFP.**

Evaluation

- **Describe the instruments and method(s) for evaluating the proposed project.**
- **Explain the role of the provider's Dean or Director in understanding, collecting and reporting data to the NRS and state reporting systems (for school districts and colleges only).**

Support for the Next Generation Strategic Plan

- Incorporate one or more of the Strategic Areas of focus.
Next Generation Strategic Plan
URL: http://www.fldoe.org/strategic_plan/
- Describe how the proposed project will address the reading initiative of the Department of Education.
Just Read Florida
URL: <http://www.justreadflorida.com/>
- Describe how the proposed project will address the math / Science initiative of the Department of Education.
Math / Science Initiative
URL: <http://www.fldoestem.org/center13.aspx>

Dissemination Plan

Describe the methods / strategies to disseminate and share information about the proposed project to appropriate populations.

General Education Provision (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required.

Submit a one page summary description of the plan proposed to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs.

URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Project Application Form 100A

- **Select the correct Application by Title**
 - **Adult Education and Family Literacy**
 - **EL Civics**
 - **Native American**
 - **Corrections**
- **Filled-out completely and accurately**
- **Original Signature of Agency Head Required**
 - **Note: Documentation of Delegating Authority**

DOE 101, the Budget Narrative

- **Observe all state and federal fiscal policies references noted in the RFP**
- **Expenditures must be:**
 - **Directly tied to program goals**
 - **Reasonable, allocable and allowable**
 - **Amendments must comply with DOE Green Book**
 - **Amendment forms DOE 150 and DOE 151**
- **See Sample Budget in RFP**

DOE 101, Budget Narrative

Line item descriptors:

who, what, for whom, where, quantity and when.

Examples of Budget Items -

- **Salaries**
- **Professional/Technical Services**
- **Contractual Services**
- **Equipment (must provide Detailed Projected and Purchased Equipment Form)**
- **Materials and Supplies**
- **Administrative Cost**

DOE 101, Budget Narrative

Function Codes are only required for school districts

Object Codes – Only one per line item

- **School Districts**
- **Community Colleges**
- **Private Agencies: Agency Chart of Accounts**

Application Checklist

- **Assure that all items on the Checklist (last page of the RFP) are included in the application**
- **Place all items in the order indicated on the Checklist**

Conditions for Acceptance

Requirements must be met for applications to be considered in substantially approvable form:

- **Completed, properly signed and received at DOE within the timeframe specified in the RFA**
- **Application includes all required forms**
- **Required forms have the appropriate TAPS number included - located in the upper right corner of the DOE 100A and DOE 101**

Due Date and Mailing Address

Applications Due June 5

Submit one application with the original Agency Head signature and seven copies of the entire application.

Mail to:

**Office of Grants Management
Attention: Sue Wilkinson
Florida Department of Education
325 West Gaines Street, Room 325
Tallahassee, FL 32399-0400**

Invoice Forms

**For agencies that are not paid through the
FLDOE Cash Advance Online System**

- **Performance-based Invoice Form**
- **Invoice Form**
- **Project Invoice Schedule Form**

Funded Projects

See instructions on the Project Award Notification, DOE 200, to determine reimbursement requirements.

Agencies will be reimbursed via one of the following:

- **Electronic Federal Cash Advance Request System**
- **Reimbursement of Expenditures**
- **Reimbursement with Performance, or**
- **Invoice for Reimbursement.**

Funded CBOs and FBOs

Must also send the following documents:

- **List of current Board of Directors and Articles of Incorporation**
- **Copy of current operating budget**
- **Copy of current audit report-if available**
- **Copy of Chart of Accounts**
- **General Terms, Assurances and Conditions for Participation in federal and state programs**
- **Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)**

Financial Reports

- **DOE 499 Adult Education**
 - **Interim and Final Reports**
- **June 30, 2010: last day to encumber funds**
- **August 20, 2010: Final Fiscal Report (DOE 499) with original signature to DOE Comptroller's Office**

Funding Opportunities Web Site

Includes -

Requests for Proposals and Resource Links

<http://www.fldoe.org/workforce/dwdgrants/>

English Literacy / Civics Education

Phil Anderson
Program Director
English Literacy / Civics
Education

English Literacy\Civics Education

What is EL Civics?

An integrated program of educational services to immigrants and other limited English proficient populations to acquire the basic skills they need to function effectively as parents, workers, and citizens.

English Literacy / Civics Education

EL Civics has four focus areas:

- 1. U.S. History**
- 2. U.S. Government**
- 3. Civic Engagement**
- 4. The Naturalization Process**

The RFP has a list of suggested activities that can be used to address these focus areas.

English Literacy / Civics Education

Citizenship Benchmark

- The completion of a progress report in the citizenship course can be used as a secondary core measure in an EL Civics project.
- EL Civics teachers are recommended to take a free online course at <http://www.elcivicsonline.org>.

Quality Assurance System

**Eileen L. Amy, Director
Quality Assurance and Compliance**

Quality Assurance System

Workforce Education Strategy

Implementation of a risk-based quality assurance system for grants and contracts programs.

Quality Assurance System

Role of Quality Assurance

- **Assure financial accountability**
- **Program quality**
- **Regulatory compliance**

Quality Assurance System

Way of Work

- **Accountability**
- **Collaboration**
- **Targeted Technical Assistance**
- **Continuous Improvement**
- **Positive Systemic Change**

Quality Assurance System

Stakeholder Involvement

- **Commitment**
- **Participants**
- **Quality Assurance Advisory Committee**
- **Focus Groups**

Quality Assurance System

Provider Selection

- Risk Assessment Process
- Use of Data
- 2006-07

Performance Measures

- Performance Score
- AE: Adult Basic Education - % completers
- CTE: Performance on 1S1

Risk Assessment

Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the Florida Department of Education and the Division of Workforce Education.

Risk Assessment

Operational Risk Factors Risk Matrix

- **Total amount of agency funding**
- **Number of grants**
- **Number of grants with 10% or more of unexpended funds**
- **Audit / monitoring findings relevant to internal control during three previous years**
- **Change in director within the last two years**

Risk Assessment

Note:

A high risk assessment score should not be interpreted to be a negative reflection on the provider.

For example: the allocation of 1 million dollars carries significant more risk than 1 thousand dollars; a seasoned director presents less risk than one who is new to the responsibilities of the position; or, the higher number of grants the provider administers, the higher the risk.

Quality Assurance System

Monitoring Strategies

- **Strategies are determined upon completion of the Risk Assessment**
- **Continuum of activities based on level of risk**
- **Range from conference calls to on-site visits**
- **Multiple strategies often apply**

Quality Assurance System

On-Site Monitoring

- **Notification**
- **Initial Conference**
- **Interviews**
- **Observations**
- **Records Review**
- **Survey**
- **Exit Conference**

Quality Assurance System

Targeted Providers for Onsite Monitoring 2008-09 Monitoring Year

- **Washington County – Dozier School CTE**
- **Gulf County School District CTE**
- **Jackson County School District AE**
- **Duval County School District CTE**
- **Leon County School District AE**
- **Taylor County School District AE**

Quality Assurance

Targeted Providers for Onsite Monitoring 2008-09 Monitoring Year

- **Daytona Beach State College AE**
- **Franklin County School District CTE**
- **Tallahassee Community College AE**
- **Gadsden County School District CTE**
- **Miami-Dade County School District AE**

Quality Assurance System

Self Assessment

- **Provider completes**
- **Full or partial**
- **Routine or required**

Correspondence and Reporting

- **Timely**
- **Focused**

Quality Assurance System

- **Resolution Activities**
 - **System Improvement Plan**
 - **Corrective Action Plans**
 - **Tracking and closure**
- **Enforcement**
- **Evaluation**

Quality Assurance System

Tools and Resources

- **Adult Education and Family Literacy**
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>
- **Quality Assurance Policies, Procedures, and Protocols**
<http://www.fldoe.org/workforce/qualitypolpro-adulted.asp>
- **U.S. Office of Management and Budget (OMB) Circulars**
<http://www.whitehouse.gov/omb/circulars/>

Quality Assurance System

- **A-133 Compliance Supplement**
www.whitehouse.gov/omb/circulars/a133_compliance/06/06toc.html
- **Florida Department of Education, Workforce Education, Compliance**
<http://www.fldoe.org/workforce/compliance.asp>
- **Florida Department of Education “Green Book”**
<http://www.fldoe.org/comptroller/gbook.asp>

Quality Assurance System

- **Education Department General Administrative Requirements (EDGAR)**
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- **Grant Award - Terms, Conditions, and Assurances**

- **Questions and Answers**
- **Wrap-up and Survey**

**Please participate in our online survey of
this conference call workshop at URL:**

<http://www.fldoe.org/workforce/dwdgrants/>

Thank You!