

# FLORIDA DEPARTMENT OF EDUCATION

2022-2023 Request for Application (RFA Discretionary)

**Continuation Integrated English Literacy and Civics Education (IELCE)**

Bureau / Office

Division of Career and Adult Education

TAPS Number

23B023

Program Name

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

Specific Funding Authority(ies)

Adult Education and Family Literacy Act (AEFLA); Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA), **CFDA# 84.002.**

Funding Purpose/Priorities

Pursuant to (Section 2.) of the Title I, Workforce Innovation and Opportunity Act (WIOA) includes the following:

1. To increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for employment, education, training, and support services they need to succeed in the labor market.
2. To support the alignment of workforce investment, education, and economic development systems that are comprehensive, accessible, and ensure that workforce investment activities meet the corresponding performance accountability measures and achieve sustained fiscal integrity.

Pursuant to AEFLA, Section 202(1-4) the purpose of this title is to create a partnership among the federal government, states and localities to provide, on a voluntary basis, adult education and literacy activities, in order to-

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members to obtain the education and skills that—
   1. Are necessary to becoming full partners in the educational development of their children; and,
   2. Lead to sustainable improvements in the economic opportunities of their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and,
4. Assist immigrants and other individuals who are English language learners in—
   1. Improving their—
      1. Reading, writing, speaking and comprehension skills in English; and,
      2. Mathematics skills; and,
   2. Acquiring an understanding of the American system of Government, individual freedom and the responsibilities of citizenship.

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

1. Adult Education,
2. Literacy,
3. Workplace adult education and literacy activities,
4. Family literacy activities,
5. English language acquisition activities,
6. Integrated English literacy and civics education,
7. Workforce preparation activities, or
8. Integrated education and training

In accordance with AEFLA Section 231(a-b), allocated funds enable eligible providers to develop, implement and improve adult education and literacy activities within the state and operate programs that provide such activities including programs that provide such activities concurrently.

Pursuant to AEFLA, Section 203(9)(A-D), Family Literacy Education supports and improves two-generation programs statewide through the following activities:

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

In accordance with AEFLA Section 231(a-b), allocated funds will enable eligible providers and partners, with support, to commit to planning and developing at least one two-generation model and activities.

Pursuant to AEFLA, Section 243 (c) Integrated English Literacy and Civics Education- each program that receives funding under this section shall be designed to:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. Integrate with the local workforce development system and its functions to carry out activities of the program.

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

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| --- | --- | --- | --- |
| **Integrated English Literacy and Civics Education Funding Chart** | | | |
| **Funding Stream** | **Programs Under Each**  **Funding Stream** | **Allowable Activities Under Each**  **Funding Stream** | **Funding Amount** |
| Federal (IELCE)**\*** (AEFLA Section 243) | * Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET) * **FDOE Requirement:**   Eligible Provider can ONLY use AEFLA funds to support IET programs approved by FDOE. | * English Language Instruction * Rights and responsibilities for citizenship and civics participation * IET Activities * Workforce Preparation and Training Activities | * See allocation Chart per county in the IELCE Education Grant Application Excel Document |

Total Funding Amount

See allocation Chart in the IELCE Grant Application Excel Document

**Note:**

* The allocations posted in the IELCE Grant Application Excel Document are subject to change, based on Florida’s federal award notification or any adjustments made to the allocation by USDOE.
* The projected allocations of federal Integrated English Literacy and Civics Education funds for each of Florida’s 67 counties are determined using data from the latest five-year American Community Survey. The allocation and distribution of funds are expected to address the educational and training needs of eligible individuals throughout the county, particularly those eligible individuals who have low levels of literacy skills, are English language learners, or are individuals with disabilities.
* The Commissioner may recommend an amount greater or less than the amount requested in the proposal.

Type of Award

Discretionary Non-Competitive

Budget / Program Performance Period

July 1, 2022 through June 30, 2023 (Year-two continuation Funding)

**Continuation Funding:** FLDOE staff will determine eligibility for continued funding based partially on adherence to federal and state assurances, grant recipients annual demonstration of successful implementation of the program consistent with approved performance expectation and adherence to all fiscal and programmatic requirements.

Eligible Individual

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

* who has attained 16 years of age;
* who is not enrolled or required to be enrolled in secondary school under Florida law; and
* who-
  + is basic skills deficient;
  + does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or
  + is an English language learner.

AEFLA, Section 203(7) English Language Leaner. – the term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:

1. whose native language is a language other than English; or
2. who lives in a family or community environment where a language other than English is the dominant language.

Eligible Applicant(s)

Eligible providers listed on the Continuation IELCE Grant Funding List (see IELCE Grant Application Excel Workbook)

**Application Due Date**

**Friday, May 6, 2022**

**The due date refers to the date of receipt in the Office of Grants Management. Continuation IELCE Grant application MUST be submitted via Office of Grant Management (OGM) ShareFile system in Folder #1**

**TAPS# 23B023. Direct Mail, Facsimile and E-mail submissions are not acceptable.**

**For Federal programs, application submitted after June 30, 2022, the 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.**

Matching Requirement

None

Contact Persons

|  |  |  |
| --- | --- | --- |
| **Program Managers:** | | |
| **Daphne Kilpatrick**  [Daphne.Kilpatrick@fldoe.org](mailto:Daphne.Kilpatrick@fldoe.org)  (850) 245-9042 | Bay  Calhoun  Escambia  Gulf  Holmes  Jackson  Okaloosa  Santa Rosa | Walton  Washington  Chipola College  Gulf Coast State College  Northwest Florida State College  Pensacola State College |
| **Ebonee Dennis**  [Ebonee.Dennis@fldoe.org](mailto:Ebonee.Dennis@fldoe.org)  (850) 245-9044 | Franklin  Gadsden  Hamilton  Jefferson  Lafayette  Leon  Liberty | Madison  Suwannee  Taylor  Wakulla  North Florida College  Tallahassee Community College |
| **Nick Key**  [Nicholas.Key@fldoe.org](mailto:Nicholas.Key@fldoe.org)  (850) 245-9041 | Alachua  Baker  Bradford  Clay  Duval  Flagler  Nassau  Putnam | St. Johns  Union  Daytona State College  Florida State College at Jacksonville  Santa Fe College  St. Johns River State College |
| **Erica Bush**  [Erica.Bush@fldoe.org](mailto:Erica.Bush@fldoe.org)  (850) 245-9048 | Citrus  Columbia  Dixie  Gilchrist  Lake  Levy  Marion | Seminole  Sumter  Volusia  College of Central Florida  Florida Gateway College  Lake-Sumter State College  Seminole State College of Florida |
| **Cody Zinker**  [Cody.Zinker@fldoe.org](mailto:Cody.Zinker@fldoe.org)  (850) 245-9045 | DeSoto  Hardee  Hernando  Highlands  Hillsborough  Manatee  Pasco  Pinellas  Polk | Sarasota  Hillsborough Community College  Pasco-Hernando State College  Polk State College  South Florida State College  St. Petersburg College  State College of Florida, Manatee-Sarasota |
| **John Occhiuzzo**  [John.Occhiuzzo@fldoe.org](mailto:John.Occhiuzzo@fldoe.org)  (850) 245-9037 | Brevard  Broward  Indian River  Martin  Okeechobee  Orange  Osceola | Palm Beach  St. Lucie  Broward College  Eastern Florida State College  Indian River State College  Palm Beach State College  Valencia College |
| **Ordania Jones**  [Ordania.Jones@fldoe.org](mailto:Ordania.Jones@fldoe.org)  (850) 245-9040 | Charlotte  Collier  Miami-Dade  Glades  Hendry  Lee | Monroe  College of Florida Keys  Florida Southwestern State College  Miami Dade College |

* Grants Management Contact: Paula Starling, 850-245-0711, [Paula.Starling@fldoe.org](mailto:Paula.Starling@fldoe.org)
* Comptroller Contact: Kristy Freeman, 850-245-9197, [Kristy.Freeman@fldoe.org](mailto:Kristy.Freeman@fldoe.org)
* IET Program Contact: Rachel Ludwig, 850-245-0546, [Rachel.Ludwig@fledoe.org](mailto:Rachel.Ludwig@fledoe.org)

Section 1: General Federal and State Information

Assurances: Federal

The FDOE has developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs** to comply with:

2 C.F.R. 200 Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Private Colleges, Community-Based Organizations and Other Agencies**

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

**Note:** The Uniform Grants Guidance (UGG) combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis:

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. The Risk Analysis must be submitted with the application. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

**School Districts, State Colleges, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

**Governmental and Non-Governmental Entities** must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls>.

**Non-public entities** are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency’s financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found using the following link: <https://portal.fldoesso.org/PORTAL/Sign-On/SSO-Home.aspx>

Non-participation in the training program may result in termination of payment(s) until training is completed.

Administrative Costs including Indirect Costs: Federal

In accordance with Adult Education and Family Literacy Act (AEFLA), Section 233, administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities.

Administrative costs are costs that cannot be identified with any single program, but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. G & A costs may include:

* Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
* Audit costs;
* Legal fees;
* Equipment associated with administrative tasks or positions;
* Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
* Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;
* Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE;
* Liability insurance; and
* Any other cost associated with administrative activities or tasks.

In accordance with AEFLA, Section 233 (a-b):

1. *In General*.—Subject to subsection (b), of the amount that is made available under this title to an eligible provider –
2. not less than 95 percent shall be expended for carrying out adult education and literacy activities; and
3. the remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development and the activities described in paragraphs (3) and (5) of section 232.
4. *Special Rule*. – In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible state agency in order to determine an adequate level of funds to be used for non-instructional purposes.

Grantees interested in pursuing the Special Rules should access the required form on the Division of Career and Adult Education (DCAE) website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>**.**

**Program Income: Federal**

All agencies are required to identify their selected program income reporting method. 2 C.F.R. 200 of the Uniform Guidance, 200.307 – Program Income and the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) describe the ways for applying program income to the AEFLA grants:

1. **Deduction.** Ordinarily, program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.
2. **Addition**. With prior approval (200.407 Prior Written Approval) of the Federal awarding agency, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purpose and the conditions of the Federal award.

All eligible providers requesting Adult Program Income (addition) method, must obtain prior written approval from the Florida Department of Education.

**Agencies must submit their written request with their grant application.**

If you have questions regarding fiscal reporting of program income, contact the DOE Comptroller’s Office

at (850) 245-9147.

**Equipment Purchases**

**Federal Requirement**

Any equipment purchased under this program must follow the Uniform Grants Guidance found at <http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl> or the Reference Guide for State Expenditures, <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of $5,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

In accordance to UGG, Section 200.302 (b) (4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”

In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items $1,000 to $4,999. Items over $5,000, must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure the Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $5,000 or more on the **DOE 101 Budget Narrative Form** and on the **Projected Equipment Purchases Form**(applicant may use this form or another format that contains the information appearing on this form).

Funding Method**: State**

AEFLA funded grantees will receive payment based on one of the two funding methods listed in this RFA.

**Federal Cash Advance (Public Entities only as authorized by the FDOE)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

**Reimbursement with Performance**

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

Fiscal Records Requirements and Documentation: State

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line-item cost.

All Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 499A Program Income Summary Worksheet form, and a DOE 499 Final Project Disbursement Report form, by the date specified on the DOE 200 Project Award Notification form.

**Records Retention: State**

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

Financial Consequences

FDOE shall periodically review the progress made on the activities and performance measures approved in this grant application. If the eligible provider fails to meet and comply with the performance measures established in the grant application or make appropriate progress on the performance measures, FDOE may approve a reduced payment or request the eligible provider terminate the grant application agreement.

Failure to meet the performance measures may result in additional performance reporting, submission of a program improvement plan, participation in training, and/or decrease in payment commensurate to an applicable amount approved by FDOE. **The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contractor to meet the timely and desired results. These financial consequences shall not be considered penalties.**

**Allowable Expenses: Federal and State**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

**Unallowable Expenses: Federal and State**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Proposal preparation including the costs to develop, prepare or write the proposal
* Pre-award costs
* Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
* Meals, refreshments or snacks
* End-of-year celebrations, parties or socials
* Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
* Out-of-state travel without FDOE pre-approval
* Overnight field trips (e.g. retreats, lock-ins)
* Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
* Gift cards
* Decorations
* Advertisement
* Promotional or marketing items (e.g., flags, banners)
* Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
* Land acquisition
* Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
* Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
* Dues to organizations, federations or societies for personal benefit
* Clothing or uniforms
* Costs for items/services already covered by indirect costs allocation

Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>

**State of Florida, Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at: <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

**State of Florida, Executive Order 20-44**

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities’ executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:

<https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf>

**Intellectual Property**

The awarded agency is subject to following additional provisions:

A.  Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.

B.  With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf the State of Florida.

C.  In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.

D.  The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.

E.  The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:

1.  The written source code;

2.  The source code files;

3.  The executable code;

4.  The executable code files;

5.  The data dictionary;

6.  The data flow diagram;

7.  The work flow diagram;

8.  The entity relationship diagram; and

9.  All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

**Compliance Monitoring**

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients’ compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by: 2 C.F.R. 200 of the Uniform Guidance, Florida Department of Financial Services Reference Guide for State Expenditures and guidelines published in the Florida Department of Education’s Green Book.

**2022-2023 Continuation Integrated English Literacy and Civics Education**

**Grant Application -- WIOA Section 243**

**Section 2: Narrative Section**

The vision of Florida’s adult education system is to hold learners at the center and deliver outcomes that promote full participation in the workforce, result in high-quality credentials of value, and close equity and achievement gaps.

Florida has developed strategic priorities as reflected in this RFA.

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

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

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

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

See implementation guide for a more detailed descriptions on each of Florida’s adult education priorities.

In the 2022-2023 continuation program year, eligible providers **must** be aware of the following conditions:

1. During the competitive grant year, **Evidence of demonstrated effectiveness** was verified by FDOE in accordance with federal regulations.
2. This Continuation IELCE Grant application serves as year two (2) of the comprehensive plan where eligible providers must articulate their continuous delivery of quality adult education instructional services. The written narrative should comprise **any updates and changes** related to year two (2) 2022-2023, of their Continuation IELCE program implementation.
3. This grant application **MUST** continue to align adult education services with the needs outlined with the **Local CareerSource Workforce Development Board’s** local plan and submit a **Memorandum of Understanding (MOU)** in collaboration with the local workforce development board (federal requirement) and provide a current executed MOU agreement that includes the 2022-2023 program year.

This required MOU outlines the roles and responsibilities of Adult Education - IELCE provider and local CareerSource. The executed MOU must include the current project year and include the six federal requirements. Carefully review the MOU resource information to ensure the MOU complies with all federal requirements. This document is located on the DCAE at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/>.

1. Collect and report accurate and valid student demographic and **outcome data** required in the Performance Accountability Section of WIOA (Section 116).
2. For applicants for IELCE funds:

* **Develop at least one Integrated Education and Training (IET)** program aligned to in-demand sectors in addition to the IET program approved for the first year of this IELCE Grant Application two-year plan.
  + See Implementation Guide for the IET program waiver process.
* If you already have two FDOE-approved IET programs for IELCE, you are not required to submit an additional IET Program of Study. Please make a note of the approved IET program name in the workbook.
  + **New IET Submission Requirements:**
    - Each new IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
    - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.

1. **Important Note: If applying for IELCE, Corrections Education or IELCE funds, eligible provider must offer at least two IET programs for each fund source.**
2. **Participate in an Adult Education - IELCE Regional Asset Map and Regional Needs Assessment Process-** Eligible providers that receive funds will be required to do the following:

* Identify a full set of potential regional partnerships (such as Early Learning Coalitions, YMCA of the USA, CareerSource, Urban League, Boys and Girls Clubs of America) to support regional workforce development needs, delivery of programs and services contributing to student success. This will result in the production of a regional asset map and regional needs assessment of adult education instructional services (Department will release additional guidance and supplemental funds to support this effort).

1. **Ensure all other federal requirements, required information, use of funds, reporting, monitoring, compliance and assurances** are included in the proposal package.

**Continuation IELCE Grant Application Overview and Submission Requirements:**

The Florida Department of Education has determined each eligible provider must submit the following items for approval before the Continuation IELCE Grant application is awarded.

In the competitive year grant application (2021-2022), eligible providers provided two-year detailed written narrative responses to address adult education activities and services related to offering operating an effective and compliant adult education program. FDOE will expect each eligible provider to adhere to the narrative information provided.

Also, remember AFLEA funds may use funds to support allowable Family Literacy (Two-Generation) activities.

1. **Provide revisions to the Grant Narrative (as needed).** Submit any updates/revisions to your agency’s original grant application as needed in the narrative section of this Continuation IELCE RFA.
2. All narrative sections MUST be addressed in the 2022-2023 Continuation IELCE Grant Application:

(a.) Sections that require a written response (MUST provide a written response in the space provided) or

(b.) Sections that offer the option for no planned changes (MUST write **“NO PLANNED CHANGES”** in the space provided).

1. **Update the Budget.** Submit a 2022-2023 Continuation IELCE Budget Narrative as required in the budget section of the RFA.

**Grant Application Narrative Section Format:**

1. Place all application items submitted in the “word” file in the order specified in the Application Checklist
2. Font - Arial / Size – 12
3. Margin size - 1” – both sides and top/bottom margins
4. Double spaced (this does not include charts)
5. Single-sided pages
6. Complete the narrative using the same sequence presented in the RFA.
7. Narrative Sections: **Continuation** **IELCE Grant Application** - maximum 25 pages
8. This does not include any required forms, attachments, and/or other specified information.
9. Do not submit unrequested materials such as: newspapers articles, brochures and/or agency manuals with this application.

**Continuation IELCE Grant Application Submission Instructions**

**How to submit the application to the Department:**

All required forms must be submitted electronically to the Office of Grants Management via ShareFile Folder #1 **TAPS# 23B023.** To receive continuation IELCE funds, eligible providers must upload three (3) files, as follows: 

* **File One: PDF** 
  + - DOE 100A, Project Application Form (signed by the agency head or other authorized person);
    - Continuation IELCE Grant Application Narrative Sections; and
    - Other applicable attachments (combine into one single PDF file)
    - This combined PDF file must use the following naming convention:
    - 999 Agency Name IELCE.pdf.
    - Replace the number “999” with your agency grant number
* **File Two: WORD**
* Year Two – IET Program of Study Template (completed) for any New IET Programs
* This WORD file must use the following naming convention:
  + - Agency Name IET Program IELCE.doc.
* **File Three: EXCEL**
* Continuation IELCE Grant Workbook (excel)
* This excel file must be use the following naming convention:
  + - 999 Agency Name IELCE workbook.xlsx.
    - Replace the number “999” with your agency grant number

**Note: DOE 100A, Project Application Form**

Agency must complete the form and submit with a signature from the agency head or other authorized person.

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.

* An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
* FDOE will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
* FDOE will also accept a typed signature, if the document is uploaded by the individual signing the document.

**Program Narrative Components**

**Abstract**

**For the Abstract, eligible provider must provide a written response in each section.**

The abstract must be limited to three pages and serves to provide a high-level summary of the applicant’s Continuation IELCE Grant application year- two plan. At a minimum, the abstract must describe how the local plan for adult education instructional services will:

1. align to Florida’s priority to hold learners at the center;
2. deliver outcomes that promote full participation in the workforce;
3. result in high quality credentials of value; and
4. aim to close the equity gap and achievement gaps in the community.

**PRIORITY 1: PROMOTE REGIONAL PARTNERSHIPS TO ENSURE COMPREHENSIVE APPROACHES THAT RESULT IN IMPROVED LEARNER OUTCOMES**

**Part A: Planning for a Regionalized Adult Education Service Delivery Approach to Improve Learner Outcomes**

**For question A.1-A.2, eligible provider must provide a written response in each section.**

A.1 Describe how your agency will identify and involve a broad range of partners that will be represented in the planning process. Include information on how existing efforts will be enhanced during the 2022-2023 grant period and plans to develop new partnerships and collaborations to support the regional needs and the delivery of programs and services contributing to student success in the region.

A.2 Describe the programmatic and fiscal resources that may be needed to effectively conduct a regional needs assessment and community asset mapping.

**Part B – Current Needs Assessment**

**For questions B.1 - B.3, please describe any changes from the original application. If there are no planned changes, eligible provider must write “No Planned Changes” in each section.**

B.1 Describe the current adult education population needing adult basic education instructional services including the number of individuals who are English language learners (ELL), particularly those with a demonstrated need for additional English language acquisition programs and civics education programs, and/or are lacking a high school diploma or equivalent. Describe the various data sources used to substantiate the size and scope of the local population that can benefit from local adult education instructional services.

B.2 Describe the regional employment needs that have been identified in the Local WIOA Workforce Plan(s) and how these employment needs are being addressed in the grant application two-year plan.

B.3 The regional needs assessment and community asset mapping should take a holistic approach to understanding the challenges facing your region. Describe how you intend to work with local chambers of commerce, economic development agencies, in addition to other WIOA core partners to address issues impacting adult education needs.

**Part C - Regional Partnerships and Collaborative Networks**

**For question C.1 - C.3, eligible provider must provide a written response in each section.**

C.1 Describe the established partnerships, coalitions, and collaborative efforts that currently exist that are effectively meeting the needs of the county.

C.2 Describe how current or planned expanded partnerships with regional eligible providers will:

1. coordinate regional efforts to refer and recruit the current adult population requiring adult education instructional services individuals; particularly those most in need of literacy services, including individuals who are low-income (e.g., United Way A.L.I.C.E. population) or have minimal literacy skills;
2. establish a referral processes ensuring students successfully navigate between partners;
3. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as child care, transportation, mental health services, employee assistance and placement;
4. play a role in the development and implementation of IET and other work-based learning opportunities in this two-year plan;
5. encourage the braiding of local, state, and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs.
6. encourage increased opportunities for transitions to college and career and attainment of postsecondary credentials.

*NOTE: Regional partners may include other school districts, Florida College System institutions, community-based organizations, employers, vocational rehabilitation, social services agencies, and Local Workforce Development Boards.*

C.3 Complete the **Sub-Recipient Form** in the Continuation IELCE Excel Grant application workbook. The entire workbook and its individual worksheets must accompany the grant application. Use this form to list sub- recipient partners funding arrangements as part of this two-year plan.

* Grant applications with Sub-Recipient and Contractual Agreements must be accompanied by a formal, properly executed (agency head or designee’s signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services.

**Part D - Partnership with Local Workforce Development Board**

**For question D.1 - D.2, eligible provider must provide a written response in each section.**

D.1 Describe the following LWDB considerations to illustrate the partnership between the eligible agency and the LWDB:

1. How your agency’s Continuation IELCE Grant application will align its services with and contribute to the local One-Stop Center to meet the goals identified in the LWDB plan. Refer to the LWDB plans located at this website: [**https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans**](https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans)**.**
2. Describe any formal or informal agreements (MOUs, MOAs, contracts) that will be part of the two-year plan between the applicant and the LWDB and/or local core WIOA partners that coordinate and align services benefiting adult learners in WIOA, Title II (AEFLA) programs, particularly adult learners with disabilities.
3. Complete the **Sub-Recipient Form** in the Continuation IELCE Excel Grant application workbook. Use this form to list the current LWDB/One-Stop(s) sub-recipient funded or anticipated role as part of this two-year plan.

Continuation IELCE Grant applications with Sub-Recipient and Contractual Agreements must be accompanied by a formal, properly executed (agency head or designee’s signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services.

D.2 The Florida Department Education will review your current executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement, to compile with federal regulations.

1. Eligible providers MUST submit a copy of your agency’s current executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement (ICA), that includes the 2022-2023 program year.

Carefully review the MOU resource information to ensure the MOU complies with all federal requirements.

This document is located on the Division of Career and Adult Education (DCAE) website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/> .

**PRIORITY #2: EXPAND THE STATE'S TALENT PIPELINE THROUGH ATTAINMENT OF CREDENTIALS OF VALUE AND ACQUISITION OF POSTSECONDARY CERTIFICATIONS, INDUSTRY-RECOGNIZED CREDENTIALS, AND DEGREES**

**Part E - Integrated Education and Training Programs of Study**

**For question E.1 - E.4, eligible provider must provide a written response in each section.**

E.1 Reflect on the launch of your IET program in year one. What went well? What changes would you make going forward? What do you need to do to further develop your IET program offerings? What support do you need?

E.2 Describe how you chose your IET program offerings. What data did you use in the decision to offer new IET programs? Who was involved in planning and coordinating the IET programs? How do the IET programs serve a need in your community?

Describe the plan’s efforts to recruit, screen and orient new IET participants for year two so that they will be successful in participating in the IET service approach.

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

E.3 Describe the relevant work-based learning opportunities that may be available through the IET service approach; and the process used to have employers validate workplace preparation activities.

E.4 Complete the following:

1. **IET Offering Summary** form in the IELCE Excel Grant application workbook. Please add any new IET programs the agency plans to offer during year two and all existing approved IET programs currently offered on the IET Offering Summary Excel form.
2. **Integrated Education and Training Program of Study Template** for NEW IET Programs **ONLY** – the template is in the attachments section of this RFA and must be submitted with the grant application for each new IET program offered. Eligible provider must thoroughly complete this template for the required additional new IET programs. Eligible providers do not need to submit IET Program of Study templates for previously approved IET programs.

**Reminders: IET Requirements:**

* + - Each IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
    - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.
    - Be sure to fully complete each section of the IET Program of Study form, including citing the specific standards from the curriculum framework and identifying the credential of value from the Master Credentials list that are linked in the IET Program of Study document.

**Part F - Data Driven Credentials of Value through IET**

**For questions F.1 - F.3, please describe any changes from the original application. If there are no planned changes, eligible provider must write “No Planned Changes” in each section.**

Local and regional labor market data must drive the design, development, and implementation of training programs with credentials of value.

F.1 Describe how labor market data will be used to drive the development and implementation of the IET service approach. Provide a brief summary of all labor market information that will be used to determine the IET service to be offered.

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

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

**PRIORITY #3: ENSURE ALL LEARNERS RECEIVE HIGH QUALITY INSTRUCTION THAT PRIORITIZES MEASURABLE LABOR MARKET NEEDS AND OUTCOMES WHILE WORKING TO ELIMINATE EQUITY GAPS AND ACHIEVEMENT GAPS IN THE COMMUNITY.**

**Part G - Quality Program Offerings**

**For question G.1 – G.6, eligible provider must provide a written response in each section.**

G.1 Describe the program enrollment system in place that ensures quality learning and outcomes including:

1. open-entry/open-exit enrollment, managed enrollment.
2. the type of course modality offered (online, blended learning, laboratory, traditional classroom setting).
3. the expectations for students’ participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.
4. how this system will offer a flexible schedule, local support services, and provide a quality learning system (such as childcare, transportation, mental health services, and career planning) for all students, including those with special learning needs, low levels of literacy skills, members of the A.L.I.C.E. population, learning disabilities and other special needs, to attend and complete program.

G.2 Describe how the instructional schedule is aligned with the program’s assessment post-testing procedures.

G.3 Complete the **Program Offerings Summary Form** in the IELCE Excel Grant application workbook. This form will summarize all planned program offerings in the 2022-2023 year and used to demonstrate the size and scope of the adult education instructional services that will be available during the year-two plan.

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

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

G.6 Describe the student support and transition services that support the year-two plan for quality instructional programming. The response must include the following:

1. how the program will assess students’ educational needs, need for support services and accommodations and how will eligibleproviders or partners will deliver those services; and
2. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.

**Part H - Technology and Online Learning**

**For questions H.1 - H.3, please describe any changes from the original application. If there are no planned changes, eligible provider must write “No Planned Changes” in each section.**

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

1. how the instructor will use technology as a classroom tool;
2. how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work;
3. how digital literacy skills are being integrated into workforce preparation activities and in support of IET programs;
4. how distance learning opportunities will be made available for students, particularly those with low levels of literacy and learning disabilities;

H.2 Describe how technology and online learning may lead to improved student performance.

H.3 Describe the kind of information and data that will be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

**Part I - Instructional Personnel and Professional Development**

**For question I.1 - I.4, eligible provider must provide a written response in each section.**

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

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

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

I.4 Complete the **Personnel Chart** in the IELCE Excel Grant application workbook excel workbook to document the instructional personnel available during the year-two plan.

**Part J - Activity: Family Literacy (Two-Generation) Models**

**For questions J.1 - J.2, please describe any changes from the original application. If there are no planned changes, eligible provider must write “No Planned Changes” in each section.**

J.1 Describe any current two-generation approaches with educational activities simultaneously for adult education family members and their children.

1. Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital.
2. Provide information on how the coordination of support services align to the identified broader set of regional partners described under Priority 1.

J.2 Describe the regional need for two-generation approaches and any proposed plan for identifying appropriate eligible provider partners and co-developing two-generation models during this first year of this two-year plan. Provide an overview of the partners’ ability to provide two-generation services. Include information regarding:

1. Curriculum/material intended to be used to provide instruction to this population;
2. Types of activities that will be implemented in the program; and
3. Partnerships, support services and accommodations.

**PRIORITY #4: INCENT, MEASURE, AND SUPPORT ENHANCED PROGRAM EFFECTIVENESS**

**Part K - Performance Outcomes**

**For question K.1 - K.4, eligible provider must provide a written response in each section.**

K.1 Describe how the Continuation IELCE Grant application addresses evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

K.2 Describe how the eligible provider will adequately achieve the need for services of enrollees functioning at lower levels (such as ABE levels 1, 2, and 3 and ESL levels 1, 2, 3).

K.3 Describe the eligible providers’ past effectiveness in meeting the needs of the target population(s).

K.4 Complete the following:

1. **Enrollment and Performance Chart** in the Continuation IELCE Excel Grant application workbook. This chart will document the anticipated enrollment and performance of enrollees during the year-two plan (2022-2023) period.

**Part L - Comprehensive Performance Monitoring**

**For question L.1 - L.4, eligible provider must provide a written response in each section.**

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

1. Tracking student outcomes
2. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness.
3. Monitoring program performance
4. Maintaining quality in the data
5. Data collection, security and data privacy
6. Tracking attendance records
7. Tracking student assessments (pre and post-assessments)
8. Using data for program and system improvements
9. Sharing data with expanded regional partners for strategic improvements

L.2 Describe how the agency’s personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Describe any current limitations.

L.3 Describe how data will be used:

1. for program management and program improvement
2. to measure participant outcomes
3. to evaluate learning gains and student goal achievement
4. to design IETs and two-generation approaches
5. to identify gaps and recruit partners to better support high-need priorities
6. for use beyond NRS and compliance reporting

L.4 Describe how the eligible providerwill comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

**BUDGET INFORMATION AND OTHER NARRATIVE SECTION**

**Part M - Budget Narrative**

**For question M.1 - M.3, eligible provider must provide a written response in each section.**

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

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

M.3 Provide a detailed budget **(Budget Narrative, Form DOE 101S)** IELCE - WIOA Section 243**.** The written narrative must clearly provide direct linkage to the continuation IELCE program.

* In the Continuation IELCE Excel Grant application workbook – click on the IELCE - DOE 101S Budget tab.
* Indicate on the DOE 101S Budget Narrative Form, all proposed cost associated with the implementation of an approved IET program as follows:
  + IELCE IET Program Name

**Budget Narrative Form, DOE101S**

In addition to the required narrative, the recipient must complete a Budget Narrative Form, DOE 101S, in detail, and ensure alignment with the program’s goals, objectives and proposed costs for the IELCE – WIOA Section 243.

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

Continuation IELCE Excel Grant application workbook contains the required Budget Narrative Form, IELCE DOE 101S.

**Other Narrative Requirements:**

**For the questions 1 - 3, eligible provider must provide a written response in each section.**

1. **Support for the Strategic Plan**

Describe how the project will incorporate one or more of the Strategic Goals included in the Florida’s PreK-20 Education Strategic Plan. Florida’s Strategic Goals are available at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

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

Grantees must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

The GEPA, one-page response is not included in the maximum page count for the Narrative Section.

1. **Dissemination Plan**

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

Conditions for Acceptance

The requirement listed below must be met for Continuation IELCE Grant Application to be considered for review:

1. Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form.
2. Request for Application (RFA) Continuation IELCE Grant application must be submitted electronically to the Office of Grants Management via ShareFile in Folder #1 **TAPS# 23B023, on the due date of Friday, May 6, 2022.**
3. **For Federal programs, application submitted after June 30, 2022, the 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.**
4. Continuation IELCE Grant Application “Excel” workbook must be completed and submitted.
5. 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.

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

1. An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use password protected signature).
2. The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
3. The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

**Method of Review**

1. All eligible providers’ Continuation IELCE Grant applications will be reviewed for approval by Florida Department of Education staff using the criteria specified in the Adult Education and Family Literacy Act, and the items outlined in this document.
2. Eligible providers may be asked to revise and/or change content stated in their application in order to be approved for funding.
3. Fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
4. The Department reserves the right to negotiate with all responsive Recipients, serially or concurrently, to determine the best-suited solution.

**Attachments:**

* Florida’s Adult Education Priority with the WIOA and State Considerations
* List of Florida’s CareerSource Board/Local Workforce Development Boards (LWDB)
* Integrated Education and Training Program of Study Template
* DOE 100 Form

**Alignment of each Florida’s Adult Education Priority with the WIOA and State Considerations**

In accordance with WIOA federal requirements, the following table provides a summary of how the narrative application questions align with the required WIOA considerations.

|  | **WIOA and State**  **Considerations** | **Florida’s Priority** | **Narrative Prompt** |
| --- | --- | --- | --- |
| 1. | The degree to which the eligible provider would be responsive to: (a) regional needs as identified in the local plan under section 108; and (b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners. WIOA Section 231(e)(1) | Priority #1 | B.1  B.2  B.3 |
| 2. | The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.WIOA Section 231(e)(2) | Priority #1  Priority #2 | G.1.d  G.4  H.1.d |
| 3. | Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy. WIOA Section 231(e)(3) | Priority #4 | K.3 |
| 4. | The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners. WIOA Section 231(e)(4) | Priority #1 | D.1 |
| 5. | Whether the eligible provider’s program— (a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (b) uses instructional practices that include the essential components of reading instruction; WIOA Section 231(e)(5) | Priority #3 | G.1.c  G.5 |
| 6. | Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. WIOA Section 231(e)(6) | Priority #3 | G.5 |
| 7. | Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. WIOA Section 231(e)(7) | Priority #3 | H.1  H.2  H.3 |
| 8. | Whether the eligible provider’s activities provide learning in context, including 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. WIOA Section 231(e)(8) | Priority #2 | All questions in Parts E and F |
| 9. | Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means. WIOA Section 231(e)(9) | Priority #3 | All questions in Part I |
| 10. | Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways. WIOA Section 231(e)(10) | Priority #1  Priority #3 | C.2.  C.3.  D.1. |
| 11. | Whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. WIOA Section 231(e)(11) | Priority #3 | G.1.d |
| 12. | Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance. WIOA Section 231(e)(12) | Priority #4 | All questions in Part L |
| 13. | Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. WIOA Section 231(e)(13) | Priority #1  Priority #3 | B.1 |
| 14. | While the following is not identified in WIOA section 231(e) as a consideration, it is a state consideration and priority. Family Literacy (Two Generation): the state will consider activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:   1. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. 2. Interactive literacy activities between parents or family members and their children. 3. Training for parent or family members regarding how to be the primary teacher for their children and full partners in the education of their children. 4. An age-appropriate education to prepare children for success in school and life experiences. AEFLA Section 203(9)(A-D) | Priority #1  Priority #2  Priority #3  Priority #3 | All questions in Part J |

List of Florida’s CareerSource Board/Local Workforce Development Boards (LWDB)

Numbers and Geographic Regions

[**https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans**](https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans)

1. **CareerSource Escarosa** Escambia, Santa Rosa
2. **CareerSource Okaloosa Walton** Okaloosa, Walton
3. **CareerSource Chipola** Calhoun, Holmes, Jackson, Liberty, Washington
4. **CareerSource Gulf Coast** Bay, Franklin, Gulf
5. **CareerSource Capital Region** Gadsden, Leon, Wakulla
6. **CareerSource North Florida** Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor
7. **CareerSource Florida Crown** Columbia, Dixie, Gilchrist, Union
8. **CareerSource Northeast Florida** Baker, Clay, Duval, Nassau, Putnam, St. Johns
9. **CareerSource North Central Florida** Alachua, Bradford
10. **CareerSource Citrus Levy Marion** Citrus, Levy, Marion
11. **CareerSource Flagler Volusia** Flagler, Volusia
12. **CareerSource Central Florida** Lake, Orange, Osceola, Seminole, Sumter
13. **CareerSource Brevard** Brevard
14. **CareerSource Pinellas** Pinellas
15. **CareerSource Tampa Bay** Hillsborough
16. **CareerSource Pasco Hernando** Pasco, Hernando
17. **CareerSource Polk** Polk
18. **CareerSource Suncoast** Manatee, Sarasota
19. **CareerSource Heartland** Desoto, Hardee, Highlands, Okeechobee
20. **CareerSource Research Coast** Indian River, Martin, St. Lucie
21. **CareerSource Palm Beach County** Palm Beach
22. **CareerSource Broward** Broward
23. **CareerSource South Florida** Dade, Monroe
24. **CareerSource Southwest Florida** Charlotte, Collier, Glades, Hendry, Lee

**Department of Economic Opportunity** Statewide, Government Agency

**Florida Integrated Education and Training Program of Study Form**

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| --- | --- | --- |
| **Agency Contact Name:** | **Email:** | **Program Location:** |

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| **Integrated Education and Training (IET):** An eligible provider’s activities provide learning in context, through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.    The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(s).    **Step 1.** Identify a brief description of the program, the area(s) of focus, instructional model, the expected number of students enrolled in each program type, the number of weeks and hours per week. Remember that if you are applying for IELCE (Sec. 243), you should include ESOL standards from the curriculum frameworks.    **Step 2.** Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2) workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectives list for the unit. **Adult education curriculum frameworks are available at** [**http://www.fldoe.org/academics/career-adult-edu/adult-edu.**](http://www.fldoe.org/academics/career-adult-edu/adult-edu)    **Step 3.** Provide a description of the single set(s) of learning objectives that will guide instruction. Provide specific action steps and a timeline.    **Step 4.** Identify the types of credentials of value a student may earn by participating in an IET Program. Be sure to use the COVs to the [Secondary](https://www.fldoe.org/academics/career-adult-edu/cape-secondary/) or [Postsecondary](https://www.fldoe.org/core/fileparse.php/9946/urlt/2122icfl-ps.pdf) Master Credential List. |
| **Step 1. IET Program(s) Type Description** |
| **Program Name:** |
| **Brief description of the IET program(s) offered** |
| **Area of focus (career/occupational cluster, career pathway, workforce focus)** |
| **Instructional model description (See** [**Implementation Guide for IET**](https://www.fldoe.org/core/fileparse.php/7522/urlt/FL-IntegratedEduTrainingGuide.pdf) **model descriptions. Choose from: Fully integrated/co-teaching, partially integrated, one instructor, employer/community partners)** |

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| --- | --- | --- | --- |
| **Program Type** | **Expected Number of Students to be Served** | **Number of Weeks** | **Hours per Week** |
| **Adult Basic Education** |  |  |  |
| **Adult Secondary Education** |  |  |  |
| **English Language Acquisition** |  |  |  |
| **Integrated English Literacy and Civics Education (IELCE-Sec. 243)** |  |  |  |
|  | | | |
| **Integrated Education and Training (IET)**    “…a service approach that provides (1) **adult education and literacy activities *concurrently*** and ***contextually*** with (2) **workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”  (*34 CFR 463.35*) | | | |

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| **Adult Education and Literacy** “…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f)integrated English literacy and civics education, (g)workforce preparation activities, or (h) integrated education and training”    (34CFR 463.30) | **Workforce Preparation** “…include activities, programs, or services designed to help an  individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self- management skills, including competencies in:  (a)utilizing resources; (b) using information; (c) working with others;  (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual’s preparation for the workforce.”    (34 CFR 463.34) | | **Workforce Training**  “may include  (i)occupational skill training…; (ii)on-the-job training; (iii)incumbent worker training…;  (iv)programs that combine workplace training with related instruction…; (v)training programs operated by the private sector;  (vi)skill upgrading and retraining; (vii)entrepreneurial training; (viii)transitional jobs…;   1. job readiness training provided in combination with services…(i) through (viii); 2. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and 3. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”     WIOA Section 134(c)(3)(D) | |
| **Step 2: Shared Learning Objectives Template** | | | | |
| **Academic and Literacy Activities \***[**Include frameworks/standards**](https://www.fldoe.org/academics/career-adult-edu/adult-edu/2021-2022-adult-edu-curriculum-framewo.stml) | | **Workplace Preparation Activities** | | **Workforce Training Skills** |
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| **Step 3. Include the single set of learning objectives that will be used. Provide specific action steps and a timeline.** |
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| **Step 4. Identify the credentials of value (COV) a student may earn by participating in an IET Program. Be sure to link the COVs to the** [**Secondary**](https://www.fldoe.org/academics/career-adult-edu/cape-secondary/) **or** [**Postsecondary**](https://www.fldoe.org/core/fileparse.php/9946/urlt/2122icfl-ps.pdf) **Master Credential List.** |
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**Florida Department of Education**

**Project Application**

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| --- | --- | --- | --- | --- |
| **Please return grant application to:**  Office of Grants Management - ShareFile System Folder #1 TAPS# 23B022  Telephone: (850) 245-0496 | | **A) Program Name:**  **Integrated English Literacy and Civics Education**  **Grant Application**  **Fiscal Year 2022-2023**  **TAPS NUMBER: 23B023 - IELCE** | **DOE USE ONLY**  Date Received: | |
| **B) Name and Address of Eligible Applicant:** | | |
| **(DOE Assigned)**  **Project Number (Section 243):**  **­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
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| **C) Total Funds Requested:**  **IELCE (Section 243) $\_\_\_\_\_\_\_\_**    DOE USE ONLY  **Total Approved Project:**  **IELCE (Section 243) $\_\_\_\_\_\_\_\_** | **D) Applicant Contact & Business Information** | | | |
| Contact Name:  Fiscal Contact Name: | | | Telephone Numbers: |
| Mailing Address: | | | E-mail Addresses: |
| Physical/Facility Address: | | | DUNS number:  FEIN number: |
| **CERTIFICATION** | | | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.  **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**  Signature of Agency Head Title Date | | | | |
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| Florida Department of Education Logo | | | | |

DOE 100A

Revised January 2021 Page 1 of 2 Richard Corcoran, Commissioner

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| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested. 2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project. 3. Enter the total amount of funds requested for each WIOA Federal Funding stream project. 4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting. 5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.  * **Note:** **Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.** |
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DOE 100A

Revised January 2021 Page 2 of 2 Richard Corcoran, Commissioner

**APPLICATION CHECKLIST**

All eligible providers **must** submit all documents electronically to FDOE Office of Grants Management in the established ShareFile Folder #1 TAPS#23B023, on the due date of **Friday,** **May 6, 2022.**

**Grant Application package must be submitted as follows:**

|  |  |  |
| --- | --- | --- |
| **File # and Type** | **ITEM** | |
| **File One: submit the combined PDF file.** | DOE 100A, Project Application – with original signature | |
|  | **Narrative Sections** | **Page Number** |
| **File One: submit the combined PDF file** | Priority 1: Part A – Part D |  |
| Priority 2: Part E – Part F |  |
| Priority 3: Part G – Part J |  |
| Priority 4: Part K – Part L |  |
| Budget Narrative: Part M |  |
| **Other Narrative Requirements:** |  |
| * General Education Provision Act (GEPA) - Federal |  |
| * Support for the Strategic Plan - State |  |
| * Dissemination Plan - State |  |
|  | **Attachments** | **Page Number** |
| **File One: submit the combined PDF file** | Memorandum of Understanding (MOU) with LWDB, with Local One-Stop Infrastructure Cost Agreement and all other Contractual Service Agreements |  |
| IELCE Program Income Letter |  |
| Risk Analysis (DOE 610 or DOE 620) - *if applicable* |  |
| **File Two: submit as a WORD file** | Integrated Education and Training Program of Study Template |  |
| **Application Checklist - must be last page of the PDF file submitted to FLDOE** | | |
| **Excel Workbook File** | **IELCE Grant Application Excel Workbook** | **Page Number** |
| **File Three:**  **submit as an EXCEL file** | Enrollment-Performance |  |
| Program Offering Summary |  |
| IET Offering Summary |  |
| Personnel Chart |  |
| Sub-Recipient |  |
| DOE 101S, Budget Narrative Form – IELCE |  |
| Project Equipment Purchases Form IELCE, *if applicable* |  |
| Allocation Chart |  |
|  |  | |