

# **2023-24 Adult Education and Family Literacy Request for Proposal (RFP)**

Adult General Education, Section 231  
Integrated English Literacy and Civics Education, Section 243  
Corrections Education, Section 225

## **Questions and Answers**

### **Application Submission**

**To whom in the FDOE Comptroller's Office should the Program Income Letter be addressed?**

Program Income Letters should be addressed to the Comptroller's Office. No specific individual must be listed (2023-24 RFP, p.8).

**When will the Office of Grants Management share access to our newly created ShareFile Folders for grant submission?**

The contacts submitted via the Survey Monkey link will be emailed when they have been added to the ShareFile folder by the Office of Grants Management (2023-24 RFP, pp. 7-8).

**How many agency contacts may be listed for access to ShareFile?**

The Office of Grants Management currently allows two (2) agency contacts for the ShareFile folder. This is a change from recent guidance that mentioned four contacts (2023-24 RFP, p. 7).

**The DOE100A forms included in the RFP Appendices for each fund source request a UID number, is this correct?**

No, this is a typo on the DOE 100A form found in the RFP. It should be the Unique Entity Identifier, UEI number. We have edited the RFP to reflect the correct information (2023-24 RFP Appendices D, E, F, p. 2).

**If my agency has a current Assurance and Conditions form on file, does a new form need to be submitted to FDOE?**

If the Agency Head has not changed, a new DOE610/620 is not needed (2023-24 RFP, p.9).

**Who is submitting Appendix B: Alignment with LWDB Executive Summary to the LWDB?**

Following submission of all applications, FDOE will ensure each application's Appendix B: Alignment with LWDB Plan Executive Summary is submitted to the appropriate LWDB to determine the application's consistency with the local plan. This will allow the LWDB the opportunity to make recommendations to the eligible agency or collective to promote alignment with the local plan. FDOE will consider the LWDB's review in determining the extent to which the application addresses the required AEFLA 13 Considerations found in §463.20. (2023-24RFP, p. 30).

**What is the naming convention to use when submitting the grant application? And, is it clear that the Excel Workbook should be submitted as an Excel doc. Can an agency submit the narrative and attachments as a PDF file?**

Please refer to the RFP table titled “Grant Application Submission Instructions,” which indicates the naming conventions for submissions and submission format (2023-24 RFP, pp. 17-20).

**Would a copy of an MOU still be required if there is no exchange of funds between partner agencies (\$0.00 budget, in-kind partnership), separate from the infrastructure agreement with the LWDB? Will this partner agency need to be included in the Partnerships Tab of the workbook?**

Yes, all AEFLA awarded providers MUST submit an executed MOU with their LWDB (federal requirement), including the local one-stop infrastructure cost agreement, which demonstrates adult education activities that are aligned with their LWDB’s local plan and respective one-stop partners; activities and services (as identified in title I, Section 107(d)(11)(A) irrespective of whether funds are exchanged. Agencies should indicate in the MOU specific information regarding the cost sharing agreement.

Carefully review the MOU resource information to ensure your agency’s 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/> (2023-24 RFP, pp. 29-30).

### **Consolidated Grant Workbook**

**Is the 70% pre- and post-test rate stated in the RFP based on the percent of students who pre- and post-tested or should it include only those students who pre- and post-tested and gained an MSG?**

The post-test rate of 70% of enrolled participants is a target goal set forth by Florida in the Assessment Technical Assistance Paper. This 70% does not exclusively look at students whose post-test earned an MSG, but rather it looks at a program in its entirety (2023-24 RFP, p. 31).

**Which NRS Table(s) should be used to complete the Demonstrated Effectiveness Table located in TAB C of the Consolidated Grant Workbook?**

For previously funded programs, TAB C Demonstrated Effectiveness may use NRS Table 4 (2023-24 RFP, pp. 15-16).

**Which NRS data should be used to complete the Past Performance-Currently Funded Tables found on TAB D1 of the Consolidated Grant Workbook?**

All Periods of Participation should be used to complete the Past Performance Tables located in TAB D1 Past Performance-Currently Funded of the Consolidated Grant Workbook (2023-24 RFP, pp. 28 & 33).

**What data should an agency that has not been previously funded through AEFLA use to show demonstrated effectiveness?**

Agencies not previously funded through AEFLA funds must demonstrate effectiveness by providing data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics,

and English language acquisition (ELA), and other subjects relevant to the state (civics, citizenship education, workforce preparation, employability skills). Eligible providers who were not previously funded must demonstrate at least a one percent completion rate in TAB D2 Past Performance- Not Previously Funded for each year (2020-2021 and 2021-2022) (2023-24 RFP, pp. 28 & 33).

**When filling out TAB G Program Offering Summary in the workbook, how would an agency properly document if they offer the same class at the same location to different cohorts at different times?**

Agencies may make this distinction in the “Site Name” column. For example: MTC West – Class 1 or MTC West – Cohort 1 and would enter multiple lines of information for each cohort (2023-24 RFP, pp. 32).

**Should applicants list each IET program and individual site where the IET is offered on TAB H IET Offering Summary in the Consolidated Grant Workbook or may an applicant simply list their school district, college or community-based organization name?**

All FDOE approved IET programs should be listed with their instructional site. If an approved IET program is conducted at multiple sites, it should be listed multiple times on TAB H IET Offering Summary in the Consolidated Grant Workbook (2023-24 RFP, pp. 30-31).

**If an agency has personnel vacancies that are not likely to be filled before the grant application is due and therefore does not know the data to be entered on Tab I Personnel Chart in the Consolidated Grant Workbook, how is it best to proceed to avoid being “penalized”?**

If you have a position that will be filled and supports adult education, you may report that position on TAB I Personnel Chart, even if it is currently vacant (2023-24 RFP, p. 33).

### **Allowable Costs**

**Can an agency add scholarships/tuition waivers for CTE programs as part of their proposed budget? For example, if an agency’s CDL program is about \$2,500, can they help students more easily transition into the CTE programs by using grant funds to create small scholarships or tuition waivers?**

No. Funds made available through AEFLA are purposed to supplement (not supplant) other state or local funds expended for adult education and literacy activities. Funding is made available to eligible providers for the following adult education and literacy activities as defined in Section 203(2):

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

The AEFLA funds may be workforce preparation activities and the tuition for CDL is not considered a preparation activity (2023-24 RFP, p. 3).

**May grant funds be used to pay for IET certifications and testing fees?**

Yes, AEFLA funds may be used to pay for FDOE approved IET certifications and testing fee (2023-24 RFP, pp. 2-3, 10-11).

**May grant funds be used to hire a consultant to coordinate the activities of a collective provider of adult education?**

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. (2023-24 RFP, pp. 10-11).

**Application Narrative**

**Should one narrative be submitted for applications applying for more than one funding source (AGE, IELCE, Corrections Education) or should we submit separate narratives for each?**

A separate DOE 100A must be submitted for each fund requested (2023-24 RFP, p. 21), but for the narrative section, eligible providers (individual or collective) must provide three-years of detailed responses to address adult education activities and services related to each federal funding stream. For example, if applying for AGE, Corrections, and IELCE funds, the narrative response must address specific details related to all three programs. Collective provider grant proposals must address activities and services in each federal funding stream for the entire geographic region (2023-24 RFP, p.16).

**What data should be used to complete the narrative required by Priority 1, Part A and the subsequent data tables included?**

All agency-level NRS data needed to complete narrative questions under Priority 1, Part A can be found in your agency's ShareFile folder. Additional data regarding community demographics and labor market needs can be gleaned from publicly available sources including the supplemental census data files found on the AEFLA Funding Opportunities webpage (2023-24 RFP, pp. 23 & 28).

**What is the enrollment criteria for IELCE students and how do we differentiate between IELCE and AGE students?**

Integrated English Literacy Civics Education is an educational program that provides English language instruction along with the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government. IELCE is designed to help adult students to attain the skills and knowledge to become informed parents, workers, and active members of a community. Students enrolled in this program are considered ESOL students whereas students enrolled in ABE, HSE, or ASB would be considered AGE students. Students enrolled in the traditional Adult ESOL program can be either AGE or IELCE students. Therefore, IELCE students should not be enrolled in ABE, HSE or ASB. Definitions for the different program types can be found in the [2023-2024](#)

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[Florida Adult Education Assessment Technical Assistance Paper](#) on pages 43-45. Examples of IELCE allowable activities may include learning about the rights and responsibilities for citizenship and civics participation (2023-24 RFP, pp. 2 & 5).

**May AGE grant funds be used to hire a CTE or workforce training teacher to support an IET program?**

Yes. Occupational skills training is a form of workforce training for a specific occupation or occupational cluster (a core component of IET). Occupational skills training, as defined in CFR 20-680.200(a), means an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training includes training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

1. Be outcome-oriented and focused on an occupation goal specified in the individual service strategy;
2. Be of sufficient duration to impart the skills needed to meet the occupational goal; and
3. Result in attainment of a recognized postsecondary credential.

Allowable and unallowable expenses are outlined in the RFP (2023-24 RFP, pp. 10-11).

**IET Programs**

**Do we need to add new IET Programs to our application?**

Providers must offer a minimum of one FDOE approved IET program per funding source applied for in this application (2023-24 RFP, p. 30).

**Must our Adult Education program have at least one FDOE approved IET Program to be eligible for funding?**

Adult education providers must offer a minimum of one IET program to expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees. Students do not have to enroll in an IET program but must be provided the opportunity. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. Eligible providers can only use AEFLA funds to support DOE approved IET programs. (2023-24 RFP, pp. 2, 16, & 31).

**Corrections Education**

**Where is the Corrections Education allocation chart?**

The Corrections Education grant is a statewide competition; therefore, no county allocation chart is needed (2023-24 RFP, p.4).

**If an agency wanted to start a corrections program how much would they be allotted? Would allotted funds be controlled by the Adult Education Provider or the local jail?**

Local providers may apply for up to \$100,000 for Corrections Education Grant. State Governmental Agencies may apply for up to \$1,000,000. Funds would be distributed to the school district and an MOU should be established with the local correctional institution (2023-24 RFP, p. 4).

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