Adult General Education (AGE), Integrated English Literacy and Civics Education (IELCE) and Corrections Education (CE)
2023-2024 Request for Proposal (RFP)
Questions and Answers

<u>**Application Submission**</u>

The RFP instructions indicated that once assurances have been signed and submitted to FDOE, we do not have to submit again until next year. Is this correct?
In order to receive funding, applicants must have a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs on file with the FDOE, Office of the Comptroller. The complete text may be found in Section D of the Green Book.

<u>School Districts, Community Colleges, Universities, and State Agencies</u>
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.

<u>Private Colleges, Community-Based Organizations and Other Agencies</u>
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 (2023-24 RFP, p. 8).

Do we only submit the LWDB Executive Summary once? If we apply for more than one funding source, do we submit one executive summary in ShareFile?
The Alignment with LWDB Plan Executive Summary form should only be completed once, but it must be duplicated and submitted as part of the grant narrative for each funding stream (2023-24 RFP, p. 43).

When will agencies receive a link to access the ShareFile folder?
The contacts submitted via the survey link will be emailed when they have been added to the ShareFile folder by the Office of Grants Management. The Notice of Intent to Apply is mandatory to be issued ShareFile folders to submit the grant application (2023-24 RFP, p. 7).

<u>**Consolidated Grant Workbook**</u>

In the AEFLA Consolidated Workbook, how should agencies submitting a collective application complete each section, specifically C. Demo Effectiveness, D1. Past Performance?
Eligible providers applying as a collective must provide evidence of demonstrated effectiveness and submit performance data for each agency/entity that is a collective member. Tables should

be duplicated and labeled for each agency included in the collective application (2023-24 RFP, p. 7).

Are providers expected to make gains in enrollment each year for the enrollment targets?
Yes, providers are expected to increase enrollment and meet or exceed the State Performance Targets provided below for those enrolled (2023-24 RFP, p. 33).

2023-24 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain (MSG)	
• Educational Functioning Level (EFL) completion measured on pre and post test	Overall 28.7% ABE 29.3% ESL 28.2%
• Enrollment in postsecondary education after program exit	
• Receipt of recognized secondary credential or its recognized equivalent	
• Progress toward milestones	
• Passing a technical/occupational knowledge-based exam	
Employment – 2nd Quarter After Exit	31%
Employment – 4th Quarter After Exit	28%
Median Earnings	$4,867
Credential Attainment	24%

Is there a formula to calculate Projected Enrollment on Tab E? Should this be calculated for every year in the grant, or a total served for the three years of the grant?
For TAB E Enrollment Targets, there is not a specific formula to calculate enrollment targets. Agencies should look at trends in past enrollment and project enrollment targets that are probable and achievable. Enrollment targets should be set for the next three years: 2023-2024, 2024-2025, and 2025-2026 (2023-24 RFP, p. 28).

To help reduce the number pages on the IET Program of Study, is there a font size to use?
There is no requirement for the font type or size, but remember that for reviewing purposes, common fonts such as Times New Roman, Arial, or Calibri with size 11 or 12 would be appropriate.

Tab I Personnel Chart looks like NRS table 7, is that what we base the information on?
TAB I Personnel Chart is requesting the same information listed on NRS Table 7; however, TAB I Personnel Chart is seeking an estimation of personnel over the three-year grant cycle whereas NRS Table 7 requires the exact number of personnel for that reporting period (2023-24 RFP, p. 33).

Some positions on Tab I Personnel Chart, for example, Technical, Clerical, Trade, and Service do not match the categories provided. Where should they be placed?

TAB I Personnel Chart is limited to the categories of Administrators, Counselors, Instructors, Paraprofessionals, and Volunteers, but ancillary services are needed to make an adult education program successful. Positions such as project coordinator, accountant, clerical staff, or other positions not directly involved in instructional activities of students are considered administrative (2023-24 RFP, p. 33).

Is Tab I Personnel Chart only seeking information for grant funded positions?

TAB I Personnel chart may include personnel that are not AEFLA funded and does not require specification. If the position supports adult education, it should be included. The description in TAB I is "Total Personnel" (2023-24 RFP, p. 33).

How would we include open positions on Tab I? We will not know their experience. Does row 10 not need to match row 15?

TAB I Personnel Chart is a projected look for the next three years. If there are unfilled positions, they should be included in part of the count. This estimate should also make the best effort to anticipate the experience required for filling the positions needed to be filled. Numbers should match in Rows 10 and 15 (2023-24 RFP, p. 33).

Consolidated Workbook - TAB C Demonstrated Effectiveness Specific Questions

Measure 1: Do we use column B "Number of Participants" or column K "Total number of Periods of Participation"?

If you are referring to NRS Table 4 you can use column B "Number of participants" or column K "Total number of periods of participation." Ensure the data used to calculate the following measures 2-7 **match the same Period of Participation** subgroup and that column E on Tab. C Demo Effectiveness indicates which data subgroup is used. (NRS Table 4).

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which a Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
ESL Total														
Grand Total														

Note: the column labels in the table header above span (A) through (O), but the first column (A) corresponds to "Entering Educational Functioning Level (EFL)".

Measure 2: Where would we find this information?

Data to calculate measure two can be found in NRS Table 4. If Column B "Number of Participants" row "Grand Total" was used to calculate Measure 1, then Column E "Number who achieved at least one EFL gain" row "Grand Total" should be used to calculate Measure 2 since both columns are based on the First Period of Participation.

Column E / Column B * 100 = % of all participants who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL, and other subject areas relevant to the services contained in this application.

If Column K "Total number of Periods of Participation" row "Grand Total" was used to calculate Measure 1, then Column L "Total number of Periods of Participation in which Participants achieved at least one EFL gain" row "Grand Total" should be used to calculate Measure 2 because both columns are based on the All Periods of Participation.

Column L / Column K * 100 = % of all participants who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL, and other subject areas relevant to the services contained in this application.

**In no situation should "First Period of Participation" data be used with "All Periods of Participation" data to calculate a percent measure; doing so will result in invalid measures (NRS Table 4).

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
ESL Total														
Grand Total														

Measure 3: Where would we find this information?

TAB C Demo Effectiveness, columns C and D data should be obtained from a reliable data source such as the NRS tables or your agency's data system. In TAB C. column E applicants should identify and describe the data source(s) used to calculate each measure. Applicants may be asked to provide evidence of the data used to calculate measures.

Measure 3 can be found on NRS Table 5, Primary Indicators of Performance.

If data in TAB C. is based off First Period of Participation: Column D "Percentage of Participants Achieving Outcome" rows "Employment Second Quarter after exit" and Employment Fourth Quarter after exit" can be used.

If data in TAB C. is based off All Periods of Participation: Column G "Percentage of Participants in All Periods of Participation Achieving Outcome" rows "Employment Second Quarter after exit" and Employment Fourth Quarter after exit" can be used.

*Make sure to indicate in whether the percentage is based on second quarter or fourth quarter after exit (NRS Table 5) in TAB C Demo Effectiveness, column E.

Table 5
Primary Indicators of Performance

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***						
Attained a Postsecondary Credential while enrolled or within one year of exit ****						
Attained any credential (unduplicated)*****						

Measure 4: Can agencies include students enrolled in ABE level classes or ESOL classes who obtained their GED?

Students enrolled in both ABE and ESOL should be included in Measure 4. NRS Table 4 columns F "Number who attained a secondary school diploma or its recognized equivalent" or M "Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained" can be used to calculate this measure depending on the data used to for Measure 1 (NRS Table 4).

Possible calculations for Measure 4:

For First Period of Participation: NRS Table 4 column "F" row "grand Total" **divided (/)** by NRS Table 4 column "B" row "Grand Total" (a.k.a. measure 1) **multiplied (*)** by 100 **equals (=)** the percent % of participants who attained a high school diploma or its recognized equivalent in the program year.

For All Periods of Participation: NRS Table 4 column "M" row "grand Total" **divided (/)** by NRS Table 4 column "B" row "Grand Total" (a.k.a. measure 1) **multiplied (*)** by 100 **equals (=)** the percent % of participants who attained a high school diploma or its recognized equivalent in the program year.

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
ESL Total														
Grand Total														

Measure 5: Where would we find this information?

For Measure 5, counting students both in adult education and postsecondary education during the year, you will need to use your local database system. You should work with your agency's data team to generate a report providing the number of students enrolled in both adult education and postsecondary education or training during the program year. Make sure in column E on TAB C, you describe the data source(s) used. Remember the count should include IET students enrolled in postsecondary education.

Measure 6: Where would we find this information?
Measure 6 can be found on NRS Table 4.

For First period of Participation: column G "Number of IET or workplace literacy participants who achieved an MSG ither than EFL gain and secondary school diploma," row "Grand Total."

For First period of Participation: column N "Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma," row "Grand Total" (NRS Table 4).

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
ESL Total														
Grand Total														

Measure 7: Where would we find this information?
Measure 7 can be found on NRS Table 4A column J "Percentage Achieving EFL Gain by Transition to Postsecondary Education," row "Grand Total" can be used to calculate Measure 7 (NRS Table 4A).

Table 4A

Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain For Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/ Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/ Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ABE Total									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
ESL Total									
Grand Total									

On the Demonstrated Effectiveness table (Tab C), how are measures 5, 6, and 7 calculated?

<u>To calculate Measure 5, use the equation: A / B * 100 = C</u>

(A) Total number of students enrolled in both adult education and postsecondary education or training during the program year **Divided (/)**

(B) by the total number of eligible participants enrolled in the adult education and literacy (AEL) program (e.g., Measure 1) **Multiplied (*)** by 100 **Equals (=)**

(C) the percentage % of all participants who were enrolled in both adult education and postsecondary education or training during the Program Year.

Ensure data generated by your agency's LMS matches the Period of Participation format "First" or "All" used for Measure 1.

<u>To calculate Measure 6, use the equation: A / B * 100 = C or NRS Table 5</u>

(A) Total number of participants who attained a postsecondary certificate or credential within the Program Year specified **Divided (/)**

(B) by the total number of eligible participants enrolled in the adult education and literacy program (B) **Multiplied (*)** by 100 **Equals (=)**

(C) the percentage % of all participants who attained a postsecondary certificate or credential within the Program Year specified.

<u>To calculate Measure 7, use the equation: A / B * 100 = C or NRS Table 5</u>

(A) Total number of participants who transitioned to postsecondary education and training services **Divided (/)**

(B) by the total number of eligible participants enrolled in the adult education and literacy program **Multiplied (*)** by 100 **Equals (=)**

(C) the percent % of all participants who attained a postsecondary certificate or credential within the Program Year specified.

Allowable Costs

What are the administrative costs caps for AGE?
The amount allowed for administrative purposes may not exceed 5% (2023-24 RFP, p. 13).

Is there a 5% administrative cost cap for IELCE?
Per OCTAE Memo 17-5 released by the US Department of Education's Office of Career, Technical, and Adult Education, IELCE Section 243 does not contain an administrative expense limit and therefore providers may use a **reasonable and necessary** amount of funds for administrative expenses related to the IELCE program. Reasonable and necessary amounts are determined at FDOE's discretion ([Program Memorandum OCTAE 17-5)](#).

Are there any restrictions on what cost we can include for the CTE portion of our IET?
No, there are no restrictions on costs for CTE if those costs are associated with an FDOE approved IET program. IET activities are considered allowable activities included in funding streams (2023-34 RFP, p. 2).

Funding

Why are county funding allocations different from past competition cycles?
Funding allocations are based on 2021 American Community Survey data and may vary from past competition cycles based on the total adult population to be served in each county. These funds are estimated and subject to change based on Florida's federal award notification or any adjustments made to the allocation by USDOE (2023-24 RFP, p. 2).

Application Narrative

On the Alignment with the LWDB Plan Executive Summary, do we answer (in writing) the narrative questions # 1-5 on the form (p. 44 of RFP)?
The Alignment with LWDB Plan Executive Summary must be completed with the narrative questions 1-5. This will supply a comprehensive document that summarizes the extent to which the eligible providers' grant application(s) align with the LWDB (2023-24 RFP, pp. 30 & 44).

Does the LWDB only receive the Executive Summary? Or will it receive the entire application?
The LWDB will only receive the LWDB Plan Executive Summary (2023-24 RFP, p. 30).

Does the 50-page limit include Corrections and/or IELCE narrative in the application?
The complete narrative must meet the 50-page limit. This does not include any required forms, attachments, and/or other specified information (2023-24 RFP, p. 21).

Previous AGE and IELCE RFPs have required the use of Arial font, size 12. No specific font is mentioned in the current RFP. Is there a requirement for font style or size?
With consideration of the 50-page limit, there is not a requirement for the style type or size of fonts, but remember that for reviewing purposes, common fonts such as Times New Roman, Arial, or Calibri with size 11 or 12 would be appropriate.

Can we provide an abstract at the beginning of the RFP?
An abstract is not required for the application submission; however, if it is included, the narrative must still meet the 50-page requirement (2023-24 RFP, p. 21).

How is a Credential Attainment Rate calculated for the 2023-2024 approved WIOA measures?
According to OCTAE Program Memorandum 17-2, Credential Attainment is the percentage of those participants enrolled in an education or training program (excluding those in OJT and customized training) who attained a recognized **postsecondary** credential or a **secondary** school diploma, or its recognized **equivalent**, during participation in or within one year after exit from the program.

A participant who has attained a **secondary** school diploma or its recognized **equivalent** is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent **only** if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Methodology:

Calculation includes all participants who exited from a program and were in either a postsecondary education or training program (other than OJT and customized training) OR in a secondary education program at or above the 9th grade level without a secondary school diploma or its equivalent:

The number of participants who exited during the reporting period who obtained a recognized postsecondary credential during the program or within one year after exit OR those who were in a secondary education program and obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit and were also employed, or in an education or training program leading to a recognized postsecondary credential within one year after exit DIVIDED by the number of participants enrolled in an education or training program (excluding those in OJT and customized training) who exited during the reporting period.

Operational Parameters:
Credential Attainment: This indicator measures attainment of two types of credentials: either a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (OCTAE Program Memorandum 17-2, pp. 11-12).

Allowable Costs

What are the administrative costs caps for AGE?
The amount for administrative purposes may not exceed 5% (2023-24 RFP, p. 13).

Is there a 5% administrative costs cap for IELCE?

Per OCTAE Memo 17-5 released by the US Department of Education's Office of Career, Technical, and Adult Education, IELCE Section 243 does not contain an administrative expense limit and therefore providers may use a **reasonable and necessary** amount of funds for administrative expenses related to the IELCE program. Reasonable and necessary amounts are determined at FDOE's discretion ([Program Memorandum OCTAE 17-5)](#).

Are there any restrictions on what cost we can include for the CTE portion of our IET?
No, there are no restrictions on costs for CTE if those costs are associated with an FDOE approved IET program. IET activities are considered allowable activities included in funding streams (2023-34 RFP, p. 2).

<u>**IET Program**</u>

Must applicants use the Appendix C: IET Program of Study Template of the AEFLA RFP for submissions or would the Florida Integrated Education and Training Program of Study Form (RTF) Revised 8/1/2022 posted on the IET page of the FLDOE website also work?
Please use Appendix C: IET Program of Study of the AEFLA RFP to submit new IET Programs of Study that require FDOE approval (2023-24 RFP Appendix C).

The link in the IET Program of Study Template for Adult Education Academic and Literacy Activities points to the 2022-2023 Adult Education Curriculum Frameworks. Could applicants also use the 2023-2024 Adult Education Curriculum Frameworks in developing new IETs?
Yes, applicants should use the 2023-24 Curriculum Frameworks when building new IET Programs, which are accessible from the current link ([2023-2024 Adult Education Curriculum Frameworks)](#).

If our agency has more than the required number of approved IETs for the funding streams we are applying for, should we submit a placeholder saying, "no new IETs to submit"? Or submit nothing for the IET Programs Study Template?
Do not submit a placeholder. Submission of new IET Programs of Study is not required; however, providers must offer a minimum of one IET program annually. Please list all your FDOE-approved IET Programs on TAB H IET Offering Summary in the Grant Workbook (23-24 RFP, p. 31).

Do you have to have an IET program to be eligible?
Providers must offer a minimum of one IET program annually to be eligible. Please list all your FDOE-approved IET Programs listed on TAB H IET Offering Summary in the Grant Workbook (23-24 RFP, p. 31).

If we already have written and approved IET programs from the last RFP cycle, do we need to submit an additional IET?
A submission of new IET Programs of Study is not required; however, providers must offer a minimum of one IET program annually per funding source applied for. IET programs previously approved by FDOE are not required to be submitted with this grant application on the IET Program of Study. Please list all FDOE-approved IET Programs on TAB H IET Offering Summary in the Grant Workbook (2023-24 RFP, pp. 31 & 39).

If an agency does not yet have an IET program, can the funding be used to start an IET program?
AEFLA funds may only be used to support IET programs prior approved by FDOE. Once approved, grant funds may be used in an IET Program (2023-24 RFP, p. 39).

Collective Application

Do agencies need separate 101S forms from each of the agencies included in a collective application?
In the Budget Narrative, each eligible provider (individual or collective) must submit a separate DOE101S Budget Narrative Form outlining proposed allowable costs and activities per funding stream. This means one form from the fiscal agent for collective applications (2023-24 RFP, p. 16).

Can a Collective application also include Corrections services in two or more Counties?
Yes, an application would be considered collective if applying for multiple county allocations in any funding stream. Collectives must include support for services provided in two or more

counties where adult education will be delivered and may include AGE, IELCE, and Corrections (2023-24 RFP, p. 7).

In a Collective application, does each partner in the Collective have to have its own agreement with the LWDB particularly if the LWDB serves the entire region?
Yes, MOUs must be executed with every LWDB covered by partners in the collective application (2023-24 RFP, pp. 29-30).

Our agency has been collaborating with another county. This year we are writing the grant individually. Since next year, it is a noncompetitive year, can we write the grant collectively with the other county?
This application begins a three-year cycle and commitment to provide adult education services in the geographic area applied for. Adult Education partners cannot join an application midstream (2023-34 RFP, p. 1).

Do institutions serving multiple counties who have a collective application need to submit data workbooks for each county? Or can it be one data workbook for the institution serving multiple counties?
Only one consolidated grant workbook must be submitted for each collective. Demonstrated effectiveness data from each collective member will be evaluated to determine if each member is an eligible provider of adult education. Each collective member agency must be determined by FDOE to be an eligible provider of demonstrated effectiveness for the collective application to be forwarded for review, scoring, and consideration for funding (2023-24 RFP, p. 7).

Collective Funds

Can supplemental funds for collectives be used to pay for a team of individuals for ensuring the collaboration of professional development, IET, and virtual instruction?
In accordance with AEFLA , Section 233 (a-b)
a. *In General*. —Subject to subsection (b), of the amount that is made available under this title to an eligible provider –
> 1. not less than 95 percent shall be expended for carrying out adult education and literacy activities; and
> 2. 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 232.8

Allowable AEFLA Costs cover salaries, curriculum development, supporting IET, stipends, and professional development. Please note that under part 2, professional development is outlined as administrative costs (2023-24 RFP, p. 13).

Can supplemental funds be used to pay for an administrator to oversee the collaborative activities?
For AGE funds, 5% is allowable for administrative costs (2023-24 RFP, p. 13).

For IELCE funds, no administrative cap exists, yet expenditures must be **reasonable and necessary** ([Program Memorandum OCTAE 17-5)](#).

Why are fiscal agent institutions not eligible for greater administrative funding (above the 5% cap) to have staff sufficient to implement multiple sub-awards, monitor progress, etc.?

AGE funds are limited per AEFLA, Section 233 (a) that no more than 5% is allowable for administrative costs. Section 233 (b) allows for a *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 (2023-24 RFP, p. 13).

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.
For more information on allowable and unallowable costs, please refer to the Adult Education Allowable and Unallowable Expenditures Chart.

After the initial funds have been released, the agencies that applied as a collective will be eligible for additional funds. All collective funds are supplemental to county allocations and will be provided after an application has been reviewed and awarded in the competition.

If only two districts are interested in writing for the collective grant; one district only receives AGE funds and the second district receives AGE, IELCE and Corrections are they eligible for all three funds?
Yes, a collective is eligible to apply for all three funding streams (2023-24 RFP, p.7).

If we write a collective application, do we need to have an IET for each participating county or can it be one IET per funding stream for all the collaborative participants in the region?
For collective applications, IET programs must be offered in every county served AEFLA funds. This is a state requirement. AEFLA funds can only be used to support IET programs approved by FDOE (2023-24 RFP, p. 31).

If we are submitting an application for multiple counties and will be the only adult education provider, do we complete the "Individual" application instead of the "Collective" application?
If an agency plans to serve adult learners in more than one county, the agency must apply as a collective adult education provider. If multiple grant applications are submitted for the same county allocation where both met the minimum score the final award amount will be determined based on their proportionate share of the projected enrollment information provided in each grant application (2023-24 RFP, pp. 7 & 22).

Can a collective application be comprised of a group of providers in a region for direct adult education instruction (not wrap around services) by a group of partners outside of traditionally funded recipients? For example, CBO's and library systems not previously funded in a stream, partnering on an application to serve new students outside of the traditional county partners?

All partners must have provided adult education services in the past and/or have the ability to demonstrate effectiveness in serving adult learners in the application. However, developing partnerships that expand comprehensive wrap-around services is an integral element of Priority 1, promoting regional partnerships (2023-24 RFP, pp. 7, 23, & 28).

Is the collective application funding strictly supplemental to usual county allocations (above and beyond) or is it a standalone funding stream for cross-county partnerships that were not previously funded?

All collective funds are supplemental to county allocations and will be provided after an application has been reviewed and awarded in the competition.