

# FLORIDA DEPARTMENT OF EDUCATION

**Corrections Education**

2020-2021 Request for Application (RFA Discretionary), Continuation

**TAPS# 21B021**

# GENERAL GRANT INFORMATION

Bureau / Office

Division of Career and Adult Education

Program Name

Adult Education and Family Literacy – Corrections Education

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,** website: <https://www.cfda.gov/>

The U. S. Department of Education has authorized AEFLA States eligible agency the opportunity to modify its plans for competition involving Fiscal Year (FY) 2020 AEFLA funds. Therefore, Florida has elected to extend current eligible providers’ grants and contracts for a one-year period.

This one-year extension period is in response to the difficult and unique circumstances related to COVID-19 and the potential for broad impact on both State administrations of AEFLA programs and services delivery by local eligible providers.

Funding Purpose / Priorities

Pursuant to AEFLA, Section 225(a-e) **–** Programs for Corrections Education and Other Institutionalized Individuals.

1. Program Authorized. – From funds made available under section 222(a)(1) for a fiscal year, each eligible agency (refers to FDOE) shall carry out corrections education or education for other institutionalized individuals.
2. Use of Funds. – The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for
3. adult education and literacy activities;
4. special education programs as determined by the eligible agency;
5. secondary school credit;
6. integrated education and training;
7. career pathways;
8. concurrent enrollment;
9. peer tutoring; and
10. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
11. Priority. – Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
12. Report. – In addition to any report required under section 116, each eligible agency that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 116, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served.
13. Definitions. – In this section:
14. Correctional Institution. – The term “correctional institution” means any –
15. prison;
16. jail;
17. reformatory;
18. work farm;
19. detention center; or
20. halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.
21. Criminal Offender. – The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

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.

According to AEFLA, Section 203(9)(A-D), Family Literacy Education supports and improves programs statewide through 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.

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 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.

Total Funding Amount

$2,072,324 (Allocation is contingent upon Florida’s 2020 Federal Award)

See the **Allocation Chart** in the **Attachments** section for allocations by county.

**Note:**

* The Florida Department of Education (FDOE) is releasing this RFA before the passage of the U.S. Department of Education’s (USDOE) Fiscal Year (FY) 2020 appropriation in anticipation of the appropriation of funds for Program Year (PY) 2020 Adult Education grants, but will not obligate any funds for PY 2020 grants unless and until they are appropriated, and the FDOE has received its federal award notification from the USDOE. Therefore, the selection of grantees and the award funds under this RFA are contingent upon the enactment of a PY 2020 appropriation for the Adult Education and Family Literacy Act.
* The projected allocations of federal AEFLA 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.
* Allocations posted in the Request for Application are subject to change, based on Florida’s federal award notification.
* The Commissioner may recommend an amount greater or less than the amount requested in the proposal.

Type of Award

Discretionary/Non Competitive/Continuation

Budget / Program Performance Period

July 1, 2020 to June 30, 2021

**Continuation Funding:** FY 2020, one-year extension period is in response to the difficult and unique circumstances related to COVID-19 and the potential for broad impact on both State administrations of AEFLA programs and services delivery by local eligible providers.

FDOE staff will determine eligibility for one-year extension 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.

Target Population(s)

Institutionalized criminal offender eligible for adult education services according to AEFLA, Section 203(4), that meet the following requirements:

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

Eligible Applicant(s)

Currently funded agencies per the **Allocation Chart** in the **Attachments** section.

Application Due Date

**June 30, 2020**

**The due date refers to the date of receipt in the Office of Grants Management. Facsimile and e-mail submissions are not acceptable.**

**For Federal programs, 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** | | |
| **Elsa “Marcy” Sieg**  [Elsa.Sieg@fldoe.org](mailto:Elsa.Sieg@fldoe.org)  (850) 245-9041 | Alachua  Baker  Bradford  Clay  Columbia  Duval  Flagler  Nassau | Putnam  St. Johns  Union  College of Central Florida  Daytona State College  Florida State College @ Jacksonville  St. Johns River State College  Santa Fe College |
| **Ebonee Dennis**  [Ebonee.Dennis@fldoe.org](mailto:Ebonee.Dennis@fldoe.org)  (850) 245-9044 | Dixie  Gilchrist  Hamilton  Jefferson  Lafayette  Leon  Madison | Suwannee  Taylor  Wakulla  Florida Gateway College  North Florida College  Tallahassee Community College |
| **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 | Seminole  Volusia  Broward College  Eastern Florida State College  Indian River State College  Palm Beach State College  Seminole State College of Florida  Valencia College |
| **Ordania Jones**  [Ordania.Jones@fldoe.org](mailto:Ordania.Jones@fldoe.org)  (850) 245-9040 | Charlotte  Collier  DeSoto  Glades  Hardee  Hendry  Highlands | Lee  Miami-Dade  Monroe  Florida Southwestern State College  The College of the Florida Keys  Miami Dade College  South Florida State College |
| **Daphne Kilpatrick**  [Daphne.Kilpatrick@fldoe.org](mailto:Daphne.Kilpatrick@fldoe.org)  (850) 245-9042 | Bay  Calhoun  Escambia  Franklin  Gadsden  Gulf  Holmes  Jackson  Liberty | Okaloosa  Santa Rosa  Walton  Washington  Chipola College  Gulf Coast State College  Northwest Florida State College  Pensacola State College |
| **Cody Zinker**  [Cody.Zinker@fldoe.org](mailto:Cody.Zinker@fldoe.org)  (850) 245-9045 | Citrus  Hernando  Hillsborough  Lake  Levy  Manatee  Marion  Pasco  Pinellas | Polk  Sarasota  Sumter  Hillsborough CC  Lake-Sumter State College  Pasco-Hernando State College  Polk State College  St. Petersburg College  State College of FL, Manatee-Sarasota |

* Grants Management Contact: Paula Starling, 850-245-0711, [Paula.Starling@fldoe.org](mailto:Paula.Starling@fldoe.org)

**Assurances**

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, **eligible providers must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying 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 located at: [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

The 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, and 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>.

**School Districts, State 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, recipients 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.

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.

**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://web01.fldoe.org/TrainingAssessment/SignOn/Home.aspx>. Non-participation in the training program may result in termination of payment(s) until training is completed.

Funding Method

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

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

All accounts, records, and other supporting documentation pertaining to 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.

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 [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

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 499 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles implemented by the fiscal agent and approved by responsible official(s) of the agent.

**Career Services and Training Services Fiscal Reporting**

All grantee will be required to provide end of year expenditure cost summary information related Career Services and Training Services.  This fiscal reporting information will be submitted in the final DOE 499 form, which is submitted to the comptroller’s office and the end of the fiscal year.  For additional guidance related this topic see <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>.

Financial Consequences

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract.

# FEDERAL AND STATE GRANT REQUIREMENTS

Federal statute authorizes the Florida Department of Education, as the state fiscal agent, to ensure grantees’ compliance with all WIOA, Title II: AEFLA fiscal and legal requirements.

**Allowable Expenses: Federal**

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.

Eligible recipients accept the responsibility to use the fiscal control and fund accounting procedures that will ensure the proper disbursement of and accounting for federal funds. Applicable federal regulations include:

* 2CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
* Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) and the Reference Guide for State Expenditures, may be found at <https://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference_Guide_For_State_Expenditures.pdf>.

Equipment Purchases: Federal

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/Auditing/Reference_Guide_For_State_Expenditures.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](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

**Division of Career and Adult Education Equipment Requirement: State**

To ensure that Florida adequately monitors equipment purchased with federal funds, recipients must record ALL equipment with a unit cost of $1,000 or more on the **DOE 101S Budget Narrative Form** and on the **Projected Equipment Purchases Form** (recipient may use this form or another format that contains the information appearing on this form).

All additional equipment purchases with a unit cost of $1,000 or more not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval by the Florida Department of Education prior to purchase by the grantee awarded the funding.

**Additional Equipment Requirement: State**

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 $1,000 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.

Administrative Costs including Indirect Costs: Federal

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.

(b) *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.

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

Positions such as project coordinator, accountant, clerical staff, or other positions not directly involved in instructional activities of students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional development directly related to Adult Education and Family Literacy students.

State of Florida, Executive Order 11-116: State

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>.

**Data Privacy Requirement: Federal**

All grantees must comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students’ education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel’s United States Code web page at <http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)>.

Individuals applying for or receiving services must be informed, in writing, that their personal and confidential information

* will be shared only among the WIOA core program partner staff and subcontractors;
* will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and,
* will not be shared among WIOA core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.

**Memorandum of Understanding with the Local Workforce Development Board (LWDB) and Local One-Stop Infrastructure Cost: Federal**

In December, 2017, awarded agencies were required to submit their agreed upon infrastructure cost agreement to the Department. Any change to the Infrastructure Cost Agreement must be submitted with this application.

To ensure that the recipient will comply with requirements governing (1) the Memorandum of Understanding with the LWDB and (2) the local one-stop infrastructure costs of the WIOA and its implementing regulations, the signed assurances and certifications must include the following statement: “The duly authorized agent of the recipient agrees to satisfy the requirements of 34 CFR 361.505 and 34 CFR 361.720”.

In addition, the recipient agrees that from the federal funds that are reserved for local administration (an amount not to exceed 5 percent of the grant award), the organization will negotiate its proportionate share of local infrastructure costs based on proportionate use of the one-stop center, and the relative benefit received by the grant.

The grantee further agrees that the organization’s local contribution, in addition to local federal administrative costs, may include non-federal resources that are cash, in-kind, or third-party contributions.

Additional information regarding the infrastructure funding of the one-stop delivery system may be found in the resource document entitled *Overview of Key WIOA and AEFLA Provision* (this document is located in the attachment section).

**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.

**Access and Equity: Federal**

The grantee will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

**Intellectual Property: State**

The recipient 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.

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

1. **APPLICATION SECTIONS**

NARRATIVE COMPONENT

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| --- |
| **NARRATIVE SECTION** |
| Before inserting any text or information into the Application narrative, forms and tables, save a blank template in a separate Word document on your computer.   1. Place all application items in the order specified in the **Application Checklist** (see the last page of this RFA document). 2. NARRATIVE SECTIONS (1-17): MAXIMUM PAGE LIMIT is THIRTY (30) PAGES   This does not include any required forms and/or other specified information.  **Narrative Section response format:**  a) Font - Arial / Size – 12  b) Margin size  - 1” – both sides and top/bottom margins  c) Double spaced (this does not include charts)  d) Single-sided pages  e) Complete the narrative using the same sequence presented in the  **Narrative Components Section**.   1. 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.    * The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.    * The department will also accept a typed signature, if the document is uploaded by the individual signing the document. 2. Application must be submitted electronically to the Office of Grants Management in the established Department Grants Management SHAREFILE. |

**Note:** Before responding to the following questions, carefully review the Application Support Documents section located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>. These items will be instrumental to you as you respond to the questions in the narrative section. Particular attention should be given to:

* Local Workforce Development Plan(s) and County(ies) Served Chart
* Thirteen 13 Considerations for Funding List
* Assurances and Acknowledgements, 2020-2021, Corrections Education Grant
* Overview of Key WIOA and AEFLA Provisions

The continuation application will be reviewed by FDOE program manager based upon the thirteen 13 Considerations, as specified by the Workforce Innovation and Opportunity Act Section 231. Eligible applicants are to answer all questions including optional sections, if applicable.

**1. Regional Needs Assessment**

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| **The state will consider:**  *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;*  *(ii) who are English language learners;*    **WIOA Section 231(e)(1)** |

**For questions A-D, please describe any changes from the original application. If there are no planned changes, grantee must write “No Planned Changes” in each section.**

**For question E, grantee must complete the 1-E: Enrollment and Performance Form, 2020-2021, Corrections Grant, form and submitted with this application.**

Describe the regional needs that have been identified in the Local Workforce Plan(s).

Describe the corrections education demographics of the local geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent.

Describe how the project will serve individuals in the corrections education in most need of literacy services, including individuals who are low-income or have minimal literacy skills.

Describe the corrections education project recruitment planning for sustainability for the Corrections Education program.

Complete **1-E: Enrollment and Performance Attestation Form, 2020-2021, Corrections Grant.** The form will acknowledge the grantees **one-year extension period** performance enrollment targets. This form is located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

**2. Serving Individuals with Disabilities**

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| **The state will consider:**  *the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;*    **WIOA Section 231(e)(2)** |

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

1. Describe the policies 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) and WIOA Section 3(25).
2. Describe how the corrections education program will identify and provide services to students with physical, emotional, mental and learning disabilities.

**3. Past Effectiveness**

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| **The state will consider:**  *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)** |

**For question A-B, grantee must provide a written response in each section.**

Describe how the agency evaluates educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

* An educational gain is defined as one student moving from one EFL to the next in a given content area during the project year based on the results from an assessment that has been approved by the USED and FDOE and administered in a pre- and post-test. An educational gain may also include students in ABE Level 5 who were awarded academic credit, or students who attained a high school diploma or equivalent.

Describe how the agency evaluates student transition outcomes. Transition outcomes include percent of students found employed after exiting or enrolled in postsecondary education.

**4. Alignment with One-Stop Partners and Coordination with Other Agencies**

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| **The state will consider:**  *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)** |

**For question A-B, grantee must provide a written response in each section.**

1. Describe changes or modifications to any MOUs. All updated agreements must be submitted with this application and/or provided to FDOE prior to the issuance of the 2020-2021 continuation award.
2. Demonstrate how the agency’s 2020-2021 activities and services align with the strategy and goals of the local plan, as well as the activities and services of the one-stop partners.

**5. Intensity, Duration, and Flexible Scheduling**

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| **The state will consider:**    *whether the eligible provider’s program—*   1. *is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and* 2. *uses instructional practices that include the essential components of reading instruction;*   **WIOA Section 231(e)(5)(A)** |

**For question A-D, grantee must provide a written response in each section.**

1. Complete this form **5-A: Program Offerings Form, 2020-2021, Corrections Education Grant** and submit in grant application. This form is located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

Describe the program enrollment system in place for the 2020-2021 academic year (open-entry/open-exit, managed enrollment), the types of classes offered (online, blended learning, laboratory, instruction led) and the expectations for students’ participation and attendance (for example, number of hours, weeks), and how this system provides a quality learning system for adult students.

1. To demonstrate the variety of class opportunities that will be available in the 2020-2021 year, complete and submit with application **5-B: Program Schedule by County and Site 2020-2021, Corrections Education Grant,** include all planned instructional sites in the geographic area (county) awarded, with program and scheduling information. See directions on the form for details. This form is located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.
2. Describe how the 2020-2021 instructional schedule is aligned with the program’s assessment post-testing procedure to allow sufficient intensity (at least 10 hours per week each program) and duration (at least 32 weeks per year each program) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program.
3. Describe rigorous research-based curriculum that your program will use during the 2020-2021 year to assist adult students with achieving substantial learning gains.

**6. Evidence-Based Instructional Practices and Reading Instruction**

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| **The state will consider:**  *whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English Language Acquisition(ELA) 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)** |

**For questions A-D, please describe any changes from the original application. If there are no planned changes, grantee must write “No Planned Changes” in each section.**

1. Detail how the agency 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, use of formative assessment, use of college and career readiness standards included in the curriculum frameworks).
2. Explain the agency’s use of curricula targeting students with special learning needs, including low levels of literacy skills, and learning disabilities.
3. Describe how the agency provides instruction based on the results of the learners’ diagnostic and formative assessment and how the program assesses the effectiveness of curriculum and instructional practices.
4. Describe how the program incorporates essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment and use of standards-based curriculum that delivers the state adopted framework.

**7. Effective Use of Technology and Distance Learning**

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| **The state will consider:**  *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)** |

**For question A-D, grantee must provide a written response in each section.**

1. Describe how the program will integrate the use of technology into class instruction; include how the teacher will use technology as a classroom tool and how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work.
2. Describe the adult education programs delivered through a blended distance/classroom approach or solely distance education programs for the distance learner [provide the name of the distance education provider(s)].
3. Provide examples of how the adult education use of such technology, services, systems are used to deliver instruction, lead to improved performance and how the program will implement distance learning opportunities for students, with low levels of literacy and those with learning disabilities.
4. Describe how the program will serve the needs of your adult education students in response to the COVID-19 emergency and moving forward.
5. Describe what specific changes has your agency implemented related to remote instructional delivery, specifically for adult education, including a statement about remote services to adult students with disabilities.
6. Describe how your agency’s remote instruction plan permits the attainment of the key curricular frameworks and established performance aims of the adult basic education, adult high school, English for speakers of other languages, and/or GED programs, respectively.
7. Describe how your agency will help adult education students access and/or become familiar with synchronous or asynchronous remote/online coursework.
8. Describe how your agency will track and record participants’ instructional and attendance hours (i.e... telephone, video, teleconference, online communication and/or logging onto distance learning software).
9. Describe how the program improve student performance through distance learning instructional model.

**8.** **Facilitate Learning in Context**

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| **The state will consider:**  *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)** |

**For question A-F, grantee must provide a written response in each section.**

1. Describe how leaning in context, which may or may not be delivered utilizing the Integrated Education and Training (IET) service approach, will be provided such that adult education students acquire skills need to transition to and complete postsecondary education and training programs.
2. Describe how the project utilizes the IET service approach to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purposes of educational and career advancement.
3. Describe how the concurrent and contextualized curriculum that integrates reading, mathematics and language skills with occupational content will be developed and describe the instructional strategies and materials that will be used in the IET service approach.
4. Describe how the project will incorporate workplace preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement as part of the IET service approach.
5. Provide specific examples of each NRS eligible program offered by the eligible provider in the 2020-2021 year that will be delivered by IET and the describe the single set of learning outcomes associated with each NRS eligible program utilizing the IET service approach and how they are organized to function cooperatively.
6. Complete this form **8-F: Integrated Education and Training Program of Study** and submit in grant application. This form is located in the Application Support Documents section located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>. For additional guidance on Integrated Education and Training programs visit: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/>, under the Technical Assistance Papers tab.

* This IET service approach must provide concurrent and contextualized adult education and literacy activities, in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster. The IET service approach must be aligned with the local workforce development plan.

**9. Qualified Instructors and Staff**

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| **The state will consider:**    *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)** |

**For question A-D, grantee must provide a written response in each section.**

1. Describe the agency’s plan for implementing continuous professional development in 2020-2021 to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other priorities.
2. Describe how the agency’s 2020-2021 professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.
3. Describe the agency’s minimum qualifications for the instructors, counselors, and administrators delivering the program activities during 2020-2021.
4. Complete the **9-D: Personnel Form, 2020-2021,** and submit with application. This form is located in the Application Support Documents Section located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.
   1. **Partnerships**

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| **The state will consider:**  *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)** |

**For questions A-C, please describe any changes from the original application. If there are no planned changes, grantee must write “No Planned Changes” in each section.**

1. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners.
2. Describe how the project will develop partnerships and implement career pathway strategies, (which may include Integrated Education and Training programs) that are aligned to the local workforce development board plan to expand access to employment, education and other services for individuals with barriers to employment.

**Note:** State Governmental Agencies must respond how their career pathway strategies are aligned to the Florida’s WIOA Unified State Plan (not LWDB).

1. Describe sub-recipient(s) partnership agreements in which instructional services are contracted (include sub-recipient name, how student data will be managed, projected enrollment, instructional practices, staffing, program offering, instructional schedule and total amount of funds).

**Note: If the grantee is subcontracting services to another entity (sub-recipient entity receiving funds must adhere to all federal and state assurances related to AEFLA). The grantee is solely responsible for:**

* all programmatic, reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services will accurately collect data to report on such performance indicators.
* clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, e-mail, address, contact phone number, projected outcome of services and instructional practices to be provided by the sub-recipient, total funding amount to sub-recipient, identification that services provided are instructional or non-instructional, and total funding amount for instructional services, if applicable.
* ensuring that the Contractual Service Agreement(s) must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the *State of Florida Contract and Grant User Guide*, Chapter 3, Agreements at URL: <https://www.myfloridacfo.com/sitePages/services/flow.aspx?ut=Grant+Professionals>
* . All proposed contractual expenditures between the fiscal agent and sub-recipients shall 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. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

**11**. **Support Services**

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| **The state will consider:**  *whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, 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)** |

**For question A-B, grantee must provide a written response in each section.**

1. Describe how the program will assess students’ educational needs, need for support services, and accommodations during the 2020-2021 academic year.
2. Describe the agency’s coordination of support services (e.g., social services, transportation, mental health services, post release services, re-entry initiatives, career planning, postsecondary advisement) to reduce barriers to employment for corrections education adults to access educational services, support their academic advancement and transition to postsecondary education or training during the 2020-2021 academic year.

**12. High Quality Information and Data Collection Systems**

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| **The state will consider:**  *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)** |

**For question A-E, grantee must provide a written response in each section.**

1. Describe the agency’s data management information system and practices for the following during the 2020-2021 academic year:
   1. Tracking student outcomes;
   2. Monitoring program performance;
   3. Maintaining quality in the data;
   4. Data collection and data privacy;
   5. Tracking attendance records; and;
   6. Tracking student assessments
2. Describe how the agency’s personnel will engage in the collection, entry, attestation, correct errors and resolution of issues in the data management system during the 2020-2021 academic year.
3. Describe how data will be used for program management, to measure participant outcomes, and program improvement, such as evaluating learning gains and student goal achievement during the 2020-2021 academic year.
4. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116) during the 2020-2021 academic year.

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook. Agencies that fail to report data according to the reporting schedule in the appropriate handbook are out of compliance and may be placed into corrective action. The websites provide necessary contact and guidance information.

* **School Districts required reporting:**
  + - Workforce Development Information System (WDIS)

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml>

* **Florida Colleges required reporting:**
  + - Community College System Data Dictionaries and Student Database

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>

* **Community-Based Organizations required reporting:** 
  + - Community Based Organization Data Dictionaries and Student Database are available by request.

1. Eligible recipients must submit a copy of the standardized Student Data Summary used by their agency for registration of students. This document must include all data elements listed on the **12-E: Student Data Summary** located in the Attachments section. This document is also located in the Application Support Documents Section located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

Important reminder: The data elements listed on the student data summary document only include those required for federal accountability reporting. This does not represent all data required to be collected from students enrolled in district and college Adult Education Programs.

**13. English Language Acquisition Programs and Civics Education Programs**

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| **The state will consider:**  *whether the local areas in which the eligible providers are located have a demonstrated need for additional English language acquisition programs and civics education programs.*  **WIOA Section 231(e)(13)** |

**For question A-B, grantee must provide a written response in each section, if they use AEFLA funds to support English Language acquisition programs.**

An English language acquisition program is a program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent, transition to postsecondary education and training or employment.

1. Describe the local area demonstrated need for a program that integrates an English language acquisition and civics education program.
2. Describe the program of instruction that the eligible provider will use to address the demonstrated need.

**14. Family Literacy Services**

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| **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)** |

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

**These questions only apply to the grantees that indicated this program offering in their 2017-2018 grant application.**

1. Describe how the local area has a demonstrated need for a program that integrates family literacy educational services.
2. Describe the program’s experience with and/or ability to provide Family Literacy services. Include information regarding:
   1. Curriculum/material used to provide instruction to this population;
   2. Types of activities that will be implemented in family literacy program;
   3. Partnerships, support services and accommodations.

**15. Budget Narrative**

**For question A-E, grantee must provide a written response in each section.**

1. Explain how the funds awarded will be spent to meet the objectives consistent with the requirements of WIOA (as outlined in the eligible providers’ written narrative response to the thirteen (13) considerations.
2. Describe how funds will be used to supplement adult education services.
3. Describe any fiscal cooperative arrangements the eligible provider has with other agencies, institutions, core partners, or organization for the delivery of adult education and literacy activities.
4. **Continuation Funds**: Provide a detailed budget **(Budget Narrative, Form DOE 101S).** The written narrative must clearly provide direct linkage to the adult education program.
5. Complete and submit a signed Florida’s **15-E: Assurance and Acknowledgement Form, 2020-2021, Corrections Education Grant**. This form is located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

**NOTE: Form signed by officials other than the appropriate agency head, 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. Must attach the letter or documentation.**

**Budget Narrative Form, DOE 101S**

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

The DOE 101S, Budget Narrative Form is not included in the maximum page count for this Narrative Components section.

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.

Note: The budget form is an Excel document titled Budget Narrative Form, DOE 101S. Please visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml> and see the 2020-2021 RFA Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

All Adult Education recipients must use the Budget Narrative Form, DOE 101S.

All Adult Education applications must also include a separate Budget Narrative Form, DOE 101S, for each sub-recipient receiving fiscal funds from this award project (must include a copy of the contractual services agreement).

**16. Support for the Strategic Plan**

Describe how the project will incorporate one or more of the Strategic Goals included in the Florida’s Next Generation PreK-20 Education Strategic Plan.   
URL: <http://www2.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

**17. 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://www2.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.

**State Performance Accountability**

There are three important reasons for creating a data-driven accountability system for adult education programs:

1. The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance.
2. The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
3. Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

The Division of Career and Adult Education negotiates State Targets for each required performance indicator with the United States Department of Education, Office of Career, Technical and Adult Education (OCTAE) on an annual basis (each eligible provider will be expected to meet the State Targets).

**Program Improvement Plan**

During this one-year extension period, all awarded grantees are expected to meet at least 90% of the State Targets for each required performance indicator.

**Technical Assistance**

If, based on the eligible provider’s local level performance, the Division of Career and Adult Education determines that a grantee is not properly implementing their AEPIP or is not making substantial progress in meeting the purposes of the Act, division staff will work with the eligible recipient to implement improvement strategies and activities consistent with the requirements of the Act.

The Chancellor of the Division of Career and Adult Education may form one or more technical assistance teams consisting of peers from local institutions and/or state staff to provide high level technical assistance to eligible providers.

DATA REPORTING

**Project Performance Accountability and Reporting Requirements**

The Department’s project managers will track each project’s performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d) and (1)(e), Florida Statutes. (Refer to the Project Performance Accountability and Reporting Requirements table located on the next page.

**Project Performance Accountability Form**

The Division of Career and Adult Education has already populated this form with the required information.

* **Submit this form with the application as printed.**
* See Checklist (last page of this RFA) for proper placement of this form in the application package.

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| **Project Performance and Accountability** | | | |
| **Scope of Work**  **(see Project Design – Narrative)** | **Tasks**  **(see Project Design – Narrative)** | **Deliverables** | **Due Date** |
| **Measureable Skill Gains (MSG)** |  |  |  |
| **Student Performances:**  **Educational Functioning Levels (EFL)**  Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition and other literacy skills.  NRS reporting requires that the learner completes or advances one or more educational functioning level(s) or earns a standard diploma or high school equivalency.  Gains must be validated through the use of a NRS and State of Florida approved assessment instrument (see Program Background Information in the Attachments section) and in educational program areas which are reportable to the NRS and the state reporting systems. | Standardized Tests | Standardized Test Results | See appropriate data handbook for required reporting dates. |
| **Exit Based Performance Outcomes** | Note: States are required to collect and report this data. However, OCTAE has not established state performance targets for measures associated with these outcomes. | | |
| **Employment Rate:**  Demonstrate students find employment by the second quarter after exit and the fourth quarter after exit |  |  | See appropriate data handbook for required reporting dates. Note: employment and placement information are not reported by agencies. These students are identified through a data matching process by the FETPIP office. |
| **Median Earnings:**  Demonstrate the median wages of exiters who are found employed in the second quarter after exit. | Placement Data | Student Database |
| **Credential Attainment:**  Demonstrate that adult secondary students earn a high school diploma or equivalent within one year of exit and are found employed or enrolled in postsecondary.  Demonstrate that students who are concurrently enrolled in postsecondary attain a postsecondary credential within one year of exit. | Placement Data | Student Database |

**WIOA Annual Performance Report and National Reporting System (NRS): Federal –** Recipients of AEFLA funds from the U.S. Department of Education must compile, report, and maintain project data in order to provide accountability, specifically:

* Failure to comply with this federal requirement by the established deadline may result in early termination and ineligibility for future funding.
* If a subrecipient or partner is used for instructional services, it is the sole responsibility of the provider to ensure the subrecipient accurately reports ALL required EFLs and WIOA data elements to the appropriate state reporting system to be used in NRS and the WIOA Annual Performance Report.
* Technical assistance is available to ensure compliance with NRS and the WIOA Annual Performance Report. Grant funds may be used to participate in required data training.

For more information regarding the NRS guidelines, please visit: <http://www.nrsweb.org>

For more information regarding the WIOA Performance Measures, please see the **Attachments** section.

**State Reporting Systems for School Districts, Florida Colleges, and Community-Based Organizations (CBOs)**

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook.

**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 Education 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.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

1. Application is received in the Office of Grants Management within the timeframe specified by the RFA.
2. Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form.
3. All required forms must have the assigned TAPS Number included on the form.
4. 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.**
* 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.
* The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
* The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

1. Application must be submitted to electronically to the Office of Grants Management Sharefile system.

**Method of Review**

* All eligible recipients’ 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.
* Eligible recipients may be asked to revise and/or change content stated in their application in order to be approved for funding.
* Fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.

The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FDOE staff to review applications.

Attachments

* 2020-2021 Continuation Allocation Chart
* 1-E: Corrections Education Enrollment and Performance Form, 2020-21
* Key Definitions
* WIOA Web Resources
* WIOA Eligible Adult General Education Programs
* Approved Performance Measures and State Completion Goals
* Education al Gain Definitions
* AGE Educational Functioning Level Descriptors
* 12-E: Student Data Summary
* DOE 100A, Project Application Form
* Self-Evaluation Form
* DOE 101S, Example Budget Narrative Form Information
* Projected Equipment Purchases Form
* Application Review Criteria and Checklist

Forms

All required forms to complete this application are found in the Forms and Applications Support Documents sections on the Division’s website located at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2020-2021 Allocation Chart**  **Adult Education and Family Literacy Corrections Education** | | | | |
| **Agency** | **Agency Type** | **County Served** | **Project Number** | **Amount Recommended** |
| Baker School District | School District | Baker | 020-1910B-0CC01 | $60,020 |
| Bay School District | School District | Bay | 030-1910B-0CC01 | $69,224 |
| Collier School District | School District | Collier | 110-1910B-0CC01 | $100,000 |
| Florida Department of Corrections | Government | Statewide | 708-1910B-0CC01 | $1,000,000 |
| Indian River State College | College | St. Lucie | 562-1910B-0CC01 | $45,600 |
| Learn To Read Inc. | Community Based Organization | Duval | 555-1910B-0PC01 | $41,480 |
| Leon School District | School District | Leon | 370-1910B-0CC01 | $100,000 |
| Nassau School District | School District | Nassau | 450-1910B-0CC01 | $87,624 |
| Osceola School District | School District | Osceola | 490-1910B-0CC01 | $100,000 |
| Pinellas School District | School District | Pinellas | 520-1910B-0CC01 | $100,000 |
| Polk School District | School District | Polk | 530-1910B-0CC01 | $100,000 |
| Santa Rosa School District | School District | Santa Rosa | 570-1910B-0CC01 | $37,360 |
| St. Johns School District | School District | St. Johns | 550-1910B-0CC01 | $90,920 |
| Sumter School District | School District | Sumter | 600-1910B-0CC01 | $62,080 |
| Washington School District | School District | Holmes | 670-1919B-0CC02 | $34,476 |
| Washington School District | School District | Washington | 670-1910B-0CC01 | $43,540 |
| **TOTAL** | | | | **$2,072,324** |

**Overview of Key Workforce Innovation and Opportunity Act (WIOA) and Title II Adult Education and Family Literacy Act (AEFLA) Provisions**

**Background**

The Workforce Innovation and Opportunity Act (WIOA) was enacted into law on July 22, 2014 (Public Law No. 113-128) and replaces its predecessor the Workforce Investment Act (WIA) of 1998. WIOA provides direction, guidance and important updates for the workforce system in every state. The new law prioritizes a market-driven approach to talent development that will prepare individuals seeking employment for the jobs of today and of the future. Added emphasis is placed on the need for access to workforce services for all individuals. Regional alignment of markets and resources are facilitated and encouraged. The [State of Florida WIOA Unified Plan](https://careersourceflorida.com/about-us/policies-and-initiatives) for the period July 1, 2016 through June 30, 2020 includes the following required programs:

* Adult Program
* Dislocated Worker Program
* Youth Program
* Adult Education and Family Literacy Act (AEFLA)
* Wagner-Peyser Act
* Vocational Rehabilitation Program, including Blind Services Program

WIOA and Florida’s WIOA Unified Plan are a call to action to fulfill Florida’s strategic vision for WIOA implementation which will be realized by accomplishing these three goals:

* Enhance alignment and market responsiveness of workforce, education, and economic development systems through improved service integration that provides businesses with skilled, productive, and competitive talent and Floridians with employment, education, training, and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers, and lifelong learning.
* Promote accountable, transparent, and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices, and empowers an effective and efficient workforce delivery system.
* Improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing, and post-secondary education opportunities.

Florida’s adult education program is a key partner in this endeavor to increase access to employment, education, training, and support services for individuals, particularly those with barriers to employment, and to the services they need to succeed in the labor market.

The AEFLA program presents an extraordinary opportunity to improve the quality of life for individuals with low skills. Services provided under AEFLA are intended to lead to further education, training opportunities, and work. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training through the use of career pathways.

**Key Definitions**

***Adult Basic Education (ABE) —*** instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Florida’s *ABE* program is designed for the student to obtain a level of educational instruction intended to improve the employability of the state’s workforce through instruction in mathematics, reading, language, and workforce preparation skills at grade level equivalency of 0-8.9. These courses are based on the College and Career Readiness Standards for Adult Education. (Section 1004.02(1), Florida Statutes)

***Adult education*****—** academic instruction and education services below the postsecondary level that increase an individual’s ability to:

* read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
* transition to postsecondary education and training; and
* obtain employment.

***Adult Education and Family Literacy Act (AEFLA) -*** Title II within the Federal Workforce Innovation and Opportunity Act (Public Law 113 -128) and became law July 2014. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training. (WIOA – P.L. 113 -128)

***Adult Education and Literacy Activities —*** 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.

***Adult Secondary Education (ASE)*** **—** instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the high school equivalency examination. (Section 1004.02(4), Florida Statutes)

***Career Pathway******—*** a combination of rigorous and high-quality education, training, and other services that:

* aligns with the skill needs of industries in the economy of the state or regional economy involved;
* prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act;” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 3226 of this title);
* includes counseling to support an individual in achieving the individual’s education and career goals;
* includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
* organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
* enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
* helps an individual enter or advance within a specific occupation or occupational cluster.

***Concurrent Enrollment*—**participation (during the same period of time) in two or more of the core programs or services that comprise the workforce system under WIOA.

***Correctional institution* —** any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

***Criminal offender* —** any individual who is charged with or convicted of any criminal offense.

***Digital literacy and use of technology******—*** skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

***Distance Learning —***formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (greater than 50%). (NRS Implementation Guidelines)

***Educational Functioning Levels (EFL)******—***a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.

***Educational Gain* —** occurs when an adult learner completes or advances one or more educational functioning level from starting level measured on entry into the program based upon standardized assessment.

***Eligible Individual —*** a learner—

* who has attained 16 years of age, is not enrolled or required to be enrolled in secondary school under state 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.

***Eligible Provider* —** an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

(a) local educational agency;  
(b) community-based organization or faith-based organization;  
(c) volunteer literacy organization;  
(d) institution of higher education;  
(e) public or private nonprofit agency;

(f) library;  
(g) public housing authority;  
(h) nonprofit institution that is not described in (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;   
(i) consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h); and  
(j) partnership between an employer and an entity described in (a) through (i).

***English as a Second Language (ESL)*** — instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used only for NRS educational functioning levels)

***English Language Acquisition (ELA) program*** — a program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.

***English Language Learner (ELL)* —** an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

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

***Family Literacy Activities*** *—* activities 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:

* parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
* interactive literacy activities between parents or family members and their children;
* training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
* an age-appropriate education to prepare children for success in school and life experiences.

***Integrated Education and Training (IET)*** — a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. As a part of a career pathway, the design of an IET program should support the local workforce development board plans.

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

***Integrated English Literacy and Civics Education (IELCE) Activities –*** education services provided to English language learners under section 231 of the Act who are adults, including professionals with degrees and credentials in their native countries that enable 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.

Such services shall include:

1. instruction in literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. may include workforce training.

***Integrated English Literacy and Civics Education (IELCE) Program* –** education services for English language learners funded under section 243 of the Act who are adults, including professionals with degrees and credentials in their native countries, that enable 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.

Programs are 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 the activities of the program.

Such services shall include instruction in:

1. literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. must include Integrated Education and Training (see definition).

***Literacy —*** an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

***Local Workforce Development Board (LWDB)*** *—* an entity comprised of local representatives as described in the Workforce Innovation and Opportunity Act. The LWDB works to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local One -Stop Career Centers.

***Local Workforce Development Plan —*** the industry analysis, workforce strategies and plan of work for a regional or local workforce area, written by the LWDB.

***Measurable Skill Gain—*** the NRS method of measuring student progress for academic improvement (includes educational functioning level gain or receipt of secondary credential).

***Memorandum of Understanding (MOU) —*** an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each partner. Also known as a Memorandum of Agreement (MOA).

***National Reporting System (NRS) —*** the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction.

***One-Stop Center Costs —*** infrastructure costs and other shared costs associated with the one-stop center. Infrastructure Costs are non-personnel costs that are necessary for the general operation of the one-stop center and may include:

* Rental of the facilities;
* Utilities and maintenance;
* Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
* Technology to facilitate access to the one -stop center, including technology used for the center's planning and outreach activities

All required partners that carry out their program in the local area must contribute toward infrastructure costs based on their proportionate use of the one-stop delivery centers and relative benefits received. Additional information regarding the infrastructure funding of the one-stop delivery system can be found at:

[***Program Memorandum 17-3 – Infrastructure Funding of the One-Stop Delivery System***](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTcwMTE4LjY4OTA0MzUxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDExOC42ODkwNDM1MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3ODA5ODQ1JmVtYWlsaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZ1c2VyaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZmbD0mZXh0cmE9TXVsdGl2YXJpYXRlSWQ9JiYm&&&100&&&http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-3.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)*,* which focuses on how infrastructure and additional costs are determined and paid for by one-stop partners in a local one-stop delivery system. The guidance is jointly issued by the United States Department of Labor-Employment and Training Administration, Department of Education– Office of Career, Technical, and Adult Education/Rehabilitation Services Administration and Department of Health and Human Services-Administration for Children and Families.

***Recidivism —*** it refers to a person’s relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

***Unsubsidized Employment —*** is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

***Workplace Adult Education and Literacy Activities —*** adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

***Workforce Preparation Activities —*** 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**WIOA Web Resources**

**Federal Workforce Innovation and Opportunity Act (WIOA):**

<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

**Vision for the One-Stop Delivery System Under WIOA:**<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-one-stop-vision.pdf>

[*Program Memorandum 17-4 – One-Stop Operations Guidance for the American Job Center Network*](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTcwMTE4LjY4OTA0MzUxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDExOC42ODkwNDM1MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3ODA5ODQ1JmVtYWlsaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZ1c2VyaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZmbD0mZXh0cmE9TXVsdGl2YXJpYXRlSWQ9JiYm&&&101&&&http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-4.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=), jointly issued by DOL-ETA, ED-OCTAE/RSA, and HHS-ACF, provides general guidance for the implementation of operational requirements under WIOA pertaining to the one-stop delivery system.

**Florida's Unified WIOA State Plan:**<https://careersourceflorida.com/about-us/policies-and-initiatives>

**United States Department of Education Office of Technical, Career and Adult Education WIOA website:**

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

**English Language Proficiency Standards:**<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

**College and Career Readiness Standards:**<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

**Employability Skills Framework:**<http://cte.ed.gov/employabilityskills/>

**Supporting the Educational and Career Success of ELLs under WIOA:**

<https://youth.workforcegps.org/resources/2017/01/18/14/30/EKFA_English>

**Realizing Opportunities for ELLs through State Academic Content Standards webinar:** <https://lincs.ed.gov/professional-development/resource-collections/profile-962>

**WIOA Eligible Adult General Education Programs**

The following programs are included in the accountability calculations for the WIOA Annual Performance Report and National Reporting System (NRS).

|  |  |  |
| --- | --- | --- |
| **Program Number** | **CIP Number** | **Program Name** |
| 9900000 | 1532010200 | Adult Basic Education (ABE) |
| 9900010 | 1532010202 | Adult High School |
| 9900040 | 1532010300 | Adult English as a Second Language (ESOL) |
| 9900050 | 1532010301 | English Literacy for Career and Technical Education (ELCATE) |
| 9900130 | 1532010207 | GED® Preparation Program |

**APPROVED PERFORMANCE MEASURES AND STATE COMPLETION GOALS**

**WIOA Annual Performance Report and National Reporting System (NRS)**

Florida negotiates State Performance Targets for Measurable Skill Gains for each program type and for Exit based performance outcomes, with the Office of Career, Technical and Adult Education (OCTAE) on an annual basis.

**Measurable Skill Gains (MSG) Performance Targets**:

Achieving Florida’s Adult Education State Performance Targets will be based on each recipient’s accurate submission of student enrollment and completion data of Educational Functioning Level (EFL) gains as calculated in the completion percentages found in the National Reporting System (NRS) Table 4. Each grantee will be expected to meet or exceed the State Performance Target for each program type (ABE, ESL) served. Descriptions of each educational functioning level may be found on the AGE Educational Functioning Level Descriptors attachment.

**Exit Based Performance Targets:**

Employment Rate Second Quarter After Exit Performance Target

Based on the number of students who exited and were found employed the second quarter after exit. Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Employment Rate Fourth Quarter After Exit Performance Target

Based on the number of students who exited and were found employed in the fourth quarter after exit. Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Median Earnings Second Quarter After Exit Performance Target

The median wage for students who exited and were found employed the second quarter after exit. Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Credential Attainment Rate Performance Target

Based on the number of students in ABE Levels 5-6 (formally Adult Secondary Education) who attained a high school equivalency or diploma or students enrolled in an Integrated Education and Training programs (IET) program who exited and attained a postsecondary credential within one year after exit. Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

The 2020-2021 state performance targets for Measurable Skills Gains will be sent under provided separate cover. Annually, all grantees are expected to meet or exceed Florida’s state performance target.

**EDUCATIONAL GAIN DEFINITIONS**

**ABE Levels 1-4 and ESL Levels 1-6** - An educational gain is defined as one student moving from one EFL to the next in a given content area during the project year based on the results from an assessment that has been approved by the USDOE and FLDOE and administered in a pre- and post-test.

In NRS Table 4 and 4b, a student is included in the cohort based on his/her lowest initial functioning level. A participant is considered a completer if they have made one or more EFL gains in any eligible program in which they are enrolled in the program year. A student may also be a completer if they earn a standard high school diploma or equivalency, or if they exit and enroll in a career and technical education certificate program in the reporting year.

For example, a student with an ABE Level 2 in Mathematics and a Level 3 in Reading has a lowest functioning level of ABE Level 2. In NRS Table 4 and 4b, a participant would be considered a completer if they made a learning gain in Mathematics or Reading.

For more detail on approved NRS and Florida assessment instruments and how they should be used, see the Assessment Technical Assistance Paper posted at: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>.

**ABE Levels 5-6** – An educational gain for ASE level completions, reportable in NRS Tables 4 and 4B, is dependent upon the ABE Level:

**ABE Level 5** – Passing an approved Adult High School course; or earning a standard high school diploma or equivalency; or exiting and enrolling in a career and technical education certificate program.

**ABE Level 6** - Earning a standard high school diploma or equivalency; or exiting and enrolling in a career and technical education certificate program.

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**Note**: Enrollments must be unduplicated by program.

**AGE Educational Functioning Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**—**ADULT BASIC EDUCATION LEVELS** | | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** | **Functional and Workplace Skills** |
| **ABE Level 1**  (Formerly Beginning ABE Literacy)  Student has tested in the grade level range of 0-1.9. | Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling. | Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers. | Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology. |
| **ABE Level 2**  (Formerly Beginning Basic Education)  Student has tested in the grade level range of 2-3.9. | Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus.  Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). | Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations. | Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications. |
| **ABE Level 3**  (Formerly Low Intermediate Basic Education)  Student has tested in the grade level range of 4-5.9 | Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors. | Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols. | Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements. |

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>

**AGE Educational Functioning Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Measures Definitions** | | | |
| **EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**—**ADULT BASIC EDUCATION LEVELS** | | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** | **Functional and Workplace Skills** |
| **ABE Level 4**  (Formerly High Intermediate Basic Education)  Student has tested in the grade level range of 6-8.9 | Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures. | Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions. | Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology. |
| **ABE Level 5**  (Formerly Low Adult Secondary Education)  Student has tested in the grade level range of 9-10.9 | Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts. | Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions. | Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology. |
| **ABE Level 6**  (Formerly High Adult Secondary Education)  Student has tested in the grade level range of 11-12 | Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors. | Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions. | Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use. |

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>

**AGE Educational Functioning Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Measures Definitions** | | | |
| **EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**—**ADULT SECONDARY EDUCATION LEVELS** | | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** | **Functional and Workplace Skills** |
| **ESL Level 1**  (Formerly Beginning ESL Literacy) | Individual cannot speak or understand English, or understands only isolated words or phrases. | Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. | Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology. |
| **ESL Level 2**  (Formerly Low Beginning ESL) | Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar. | Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information. | Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers. |
| **ESL Level 3**  (Formerly High Beginning ESL) | Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar. | Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.  Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors. | Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers. |
| **ESL Level 4**  (Formerly Low Intermediate ESL) | Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar. | Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). | Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer). |

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>

**AGE Educational Functioning Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Measures Definitions** | | | |
| **EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**—**ENGLISH AS A SECOND LANGUAGE LEVELS** | | | |
| **Literacy Level** | **Listening and Speaking** | **Basic Reading and Writing** | **Functional and Workplace Skills** |
| **ESL Level 5**  (Formerly High Intermediate ESL) | Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar. | Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors. | Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology. |
| **ESL Level 6**  (Formerly Advanced ESL) | Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech. | Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary. | Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations. |

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

Based on NRS Technical Assistance (TA) Guide located at <https://nrsweb.org/policy-data/nrs-ta-guide>

**12-E: Student Data Summary**

**Data Collection Requirements for NRS Reporting**

The **required** **Basic Student Information** data elements listed on this form must be included on your agency’s Student Data Summary Form. Programs may collect additional data but these data elements must be collected for federal NRS reporting. Please see the appropriate data handbooks for additional details on the specific reporting requirements.

Your agency must submit your actual Student Data Summary Form. A sample **Student Data Summary Form** is available at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/adult-edu-family-literacy.stml>. The form used by your agency must also be used by any sub-contracted service providers of your agency.

**Important Reminder:** The data elements listed on the student data summary document only include those required for federal accountability reporting. This does not represent all data required to be collected from students enrolled in district and college Adult Education Programs.

|  |  |
| --- | --- |
| **STUDENT DATA SUMMARY FORM ELEMENTS** | |
| **Basic Student Information** | |
| **Required**  Name  Address  Phone  Email (for on line access)  Date of Birth  Enrollment date  Separation date  Signed Release of Information on File  Gender  Race  Ethnicity  SSN (If available)  **Assessment Data**  Test Name  Test Form  Test Level  Test Date  Test Score | **Background Data1**  Youth in Foster Care  Single Parent/Pregnant  Employment Barriers  Ex-offender  Low Income  Migrant or Seasonal Worker or Dependent  Homeless  Displaced Homemaker  On Public Assistance  Highest School Grade Completed\*  Location of Schooling\*  Employment Status\* |
| **Institutional Programs**  (if applicable) | **Program type**  (student must select all that apply) |
| Correctional Facility  Community Correctional Program  Other Institutional Setting | ABE  Adult Secondary Education (AHS, HSED)  ESOL  Attendance Hours |

1Items in the Background Data section, with an \*, must have a selection identified by the student. All other items in this section must be included on the intake form or system, but a student is not required to complete.

# Florida Department of Education

**Project Application**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please return to:**  Florida Department of Education  Office of Grants Management  Room 332 Turlington Building  325 West Gaines Street  Tallahassee, Florida 32399-0400  Telephone: (850) 245-0496 | **A) Program Name:**  **Adult Education and Family Literacy**  **Corrections Education Programs**  **Fiscal Year 2020-2021**  **TAPS NUMBER: 21B021** | | **DOE USE ONLY**  Date Received | |
| **B) Name and Address of Eligible Applicant:** | | |
| **Project Number (DOE Assigned)** | |
|
|
| **C) Total Funds Requested:**  $  DOE USE ONLY  **Total Approved Project:**  $ | | **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 | | | | |
|  | | | | |

FDOE Logo_Small (2)

DOE 100A

Revised July 2015 Page 1 of 2 Richard Corcoran, Commissioner

|  |
| --- |
| **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 this 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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FDOE Logo_Small (2)

DOE 100A

Revised July 2015 Page 2 of 2 Richard Corcoran, Commissioner

**Projects recommended for FY 2020-2021 continuation funding must show successful performance accomplishments during the 2019-2020 project year. Any shortfalls or negative answer(s) must be explained below.**

**See Checklist (last page of this RFA document) for proper placement of this form in the application package.**

Agency name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project # for 2019-2020:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form prepared by (name and title):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency project coordinator (name and title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency staff designated to submit the NRS Reports through the online database:

(Name and title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FL Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cells will expand when text is typed.**

| **Evaluation of FY 2019-2020 Project** | **YES** | **NO** | **If NO, recipient must adequately**  **explain any changes.**  Use 12-point font and single spacing. |
| --- | --- | --- | --- |
| **Data Collection and Reporting:** | | | |
| The agency project coordinator understands requirements of the National Reporting System (NRS) on-line reporting via the Internet. |  |  |  |
| The agency project coordinator has attended or identified a date to attend training for National Reporting System (NRS) provided by the FL Dept. of Education, Division Career and Adult Education. |  |  |  |
| The agency project coordinator understands the data reporting requirement for the NRS. |  |  |  |
| **Performance Target (NRS Enrollment)** | | | |
| The agency enrolled a minimum of 20 students in the program. |  |  |  |
| **Workforce Development Board Memorandum of Understanding (MOU) and Local One Stop Infrastructure Cost (IC) Agreements** | | | |
| Are all applicable collaboration agreements still in place (financial and non-financial)? |  |  |  |
| Are any changes or modifications to the 2019-2020 approved **MOU and/or IC Agreements** proposed for 2020-2021? If yes, agency must provide a copy of the updated MOU with this application. |  |  |  |
| Are any changes or modification to the 2019-20 approved Local **One Stop Infrastructure Cost Agreement**? If yes, agency provide a copy of the updated agreement with this application. |  |  |  |
| **Statutory Considerations** | | | |
| Are the following **Statutory Considerations** still in place according to the original competitive application and any approved amendments? | | | |
| 1. Regional Needs Assessment |  |  |  |
| 1. Serving Individuals with Disabilities |  |  |  |
| 1. Past Effectiveness |  |  |  |
| 1. Alignment with One-Stop Partners and Coordination with other Agencies |  |  |  |
| 1. Intensity, Duration and Flexible Scheduling |  |  |  |
| 1. Evidence-Based Instruction Practices and Reading Instruction |  |  |  |
| 1. Effective Use of Technology and Distance Learning |  |  |  |
| 1. Facilitate Learning in Context |  |  |  |
| 1. Qualified Instructor and Staff |  |  |  |
| 1. Partnerships |  |  |  |
| 1. Support Services |  |  |  |
| 1. High Quality Information and Data Collection Systems |  |  |  |
| 1. Integrated English Literacy and Civics Education |  |  |  |
| 1. Family Literacy Services (if applicable) |  |  |  |

**Address the following: Cells will expand when text is typed.**

|  |  |
| --- | --- |
| What was the total amount of your agency’s 2019-2020 award for this project? | $ |
| How much has been spent to date (at the time completing this form)? | $ |
| What is the total amount that will be spent/encumbered by June 30, 2020? | $ |
| If 100% of the total allocation **will not be spent** and/or encumbered by June 30, 2020, explain why: | |

Any performance shortfalls must be explained by including corrective measures implemented to prevent future shortfalls.

**Please respond here and use as much room as necessary to adequately address:**

Do you need technical assistance? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

**Please respond here:**

**EXAMPLE Budget Narrative Form (DOE 101S Form)**

Please visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml>. See the **Program Management Resources** section to access the DOE 101S Budget Form and the instructions for completing the form. Show all amounts in whole dollars only.

| **(1)** | **(2)** | **(3)** | | **(4)** | **(5)** | **(6)** |
| --- | --- | --- | --- | --- | --- | --- |
| **FUNCTION** | **OBJECT** | | **ACCOUNT TITLE, NARRATIVE, AND EXPLANATION** | **FTE POSITION** | **AMOUNT** | **% ALLOCATED to this PROJECT** |
| ##### | ##### | | **Salaries:** Part-time hourly salary for 6 teachers to provide direct instruction in Adult Education programs. The calculation: 20 hours per week x $25.00 per hour x 32 week x 6 teachers. | 3 | **$96,000** | **100%** |
| ##### | ##### | | **Employee Benefits**, **Retirement:** Contributions to retirement plan for 6 part-time teachers at 9.85%\* |  | **$9,456** | **100%** |
| ##### | ##### | | **Employee Benefits**, **Social Security:** Contributions to retirement plan for 6 part-time teachers at 7.65%\* |  | **$7,344** | **100%** |
| ##### | ##### | | **Employee Benefits,** **Worker’s Compensation:** Contributions to retirement plan for 6 part-time teachers at 1.01%\* |  | **$969** | **100%** |
| ##### | ##### | | **Computer Hardware:** Purchase of computer equipment to be used by students for instructional purposes. The equipment items will include monitors, CPU’s peripheral devices memory, and 10 laptop computers.  The required equipment form is attached to the application. |  | **$8,830** | **100%** |
| ##### | ##### | | **Travel:** Travel will support 2 instructional teachers, and one curriculum coordinator to attend the Adult Education State Conference. Expenditures for costs of transportation, lodging, and meals (state rate) are as follows:   * Roundtrip airfare is $400 x 3 persons = $1,200. * Two nights lodging @ $90 per night is $180 x 3 persons = $540. * Meals at $36/day for two days is $72 x 3 persons= $216.   Total Travel Costs for Conference: $1,956 |  | **$1,956** | **100%** |
| ##### | ##### | | **Contractual Service Agreements:** Must provider budget information for each sub-recipients, partnership agreements, and Workforce Board (Career Source) MOUs |  | **$15,200** | **100%** |
|  |  | |  | **Total** | **$139,755** |  |

**NOTE:** When completing the **Budget Narrative** **Form** located on the website, under Column (3), **Account Title and Narrative**, for each line item specify the budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted in the application. Place **TAPS** number **21B021**on the Budget Narrative Form DOE 101S form. \*Percentages on benefits are optional.

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED**

**EQUIPMENT PURCHASES FORM**

Equipment projected to be purchased from this grant must be submitted on this form **or** in a format that contains the information appearing on this form.

**A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAPS Number**

**21B021**

Name of Eligible Recipient

**B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project Number **(DOE USE ONLY)**

Agencies are accountable for all equipment purchased using grant funds including those below the agencies threshold.

**PROJECTED EQUIPMENT PURCHASES**

**(Cells will expand when text is typed.)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM**  **#** | | **FUNCTION CODE** | **OBJECT CODE** | **ACCOUNT TITLE** | **DESCRIPTION** | **SCHOOL /**  **PROGRAM** | **NUMBER OF ITEMS** | **ITEM COST**  **($)** | **TOTAL AMOUNT**  **($)** |
|  | **A** | | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| 1 |  | |  |  |  |  |  |  |  |
| 2 |  | |  |  |  |  |  |  |  |
| 3 |  | |  |  |  |  |  |  |  |
| 4 |  | |  |  |  |  |  |  |  |
| 5 |  | |  |  |  |  |  |  |  |
| 6 |  | |  |  |  |  |  |  |  |
| 7 |  | |  |  |  |  |  |  |  |
| 8 |  | |  |  |  |  |  |  |  |
| 9 |  | |  |  |  |  |  |  |  |
| 10 |  | |  |  |  |  |  |  |  |

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency’s inventory system contain all required federal and state elements listed above?    

YES NO

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

**Instructions for Completion**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.
2. Project Number **(DOE USE ONLY)**

|  |  |
| --- | --- |
| **COLUMN A - FUNCTION CODE:** | **SCHOOL DISTRICTS ONLY:** Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| **COLUMN B - OBJECT CODE:** | **SCHOOL DISTRICTS:** Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.  **COMMUNITY COLLEGES:**  Use the first three digits of the object codes listed in the Accounting Manual for Florida’s Public Community Colleges.  **UNIVERSITIES AND STATE AGENCIES:**  Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.  **OTHER AGENCIES:** Use theobject codes as required in the agency’s expenditure chart of accounts. |
| **COLUMN C – ACCOUNT TITLE:** | Use the account title that applies to the object code listed in the accordance with the agency’s accounting system. |
| **COLUMN D – DESCRIPTION:** | Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of $1000 (State’s threshold) or more with a useful life of one year or more.  **Note:** If the agency has a threshold of less than $1000 the lower amount is the guiding threshold**.** |
| **COLUMN E – SCHOOL/PROGRAM:** | Providethename of the school and the name of the program for which the equipment is being purchased. |
| **COLUMN F – NUMBER OF ITEMS:** | Provide the total number purchased of this item. |
| **COLUMN G – ITEM COST:** | Provide the projected cost for each item. |
| **COLUMN H – TOTAL COST:** | Provide the total projected cost of all items. |

**Adult Education and Family Literacy**

**Corrections Education**

**Fiscal Year 2020-2021**

**APPLICATION REVIEW CRITERIA AND CHECKLIST**

* Include this form in the application package and place all items requested in the order indicated below.
* Include only the items requested.
* Place page numbers at the bottom on every page consecutively, beginning with the DOE 100A as Page 1 of the application package. Page numbers written by hand are permissible if electronic numbering is a problem.
* Place a binder clip in the upper left corner of the complete application package (no spiral bindings, notebooks or cover pages).

| **PLACEMENT ORDER** | **ITEM** | **APPLICANT** | **DOE STAFF**  **check appropriate box below** | |
| --- | --- | --- | --- | --- |
| **Indicate Page Numbers Below** | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Application – with original signature |  |  |  |
| **2** | DOE 101S, Budget Narrative Form |  |  |  |
| **3** | Projected Equipment Purchases Form  **or** other equipment documentation - *if applicable* |  |  |  |
|  | **Narrative Components** |  |  |  |
| **4** | 1. Regional Needs Assessment |  |  |  |
| * 1-E Enrollment and Performance Attestation Form, 2020-2021, Corrections Education Grant |  |  |  |
| 2. Serving Individuals with Disabilities |  |  |  |
| 3. Past Effectiveness |  |  |  |
| 4. Alignment with One-Stop Partners and Coordination with Other Agencies |  |  |  |
| 5. Intensity, Duration and Flexible Scheduling |  |  |  |
| * 5-A Program Offerings Form, 2020-2021, Corrections Education Grant |  |  |  |
| * 5-B Program Schedule by County and Site Form, 2020-2021, Corrections Education Grant |  |  |  |
| 6. Evidence-Based Instructional Practices and Reading Instruction |  |  |  |
| 7. Effective Use of Technology and Distance Learning |  |  |  |
| 8. Facilitate Learning in Context |  |  |  |
| * 8-F Integrated Education and Training Program of Study Form |  |  |  |
| 9. Qualified instructors and Staff |  |  |  |
| * 9-D Personnel Form, 2020-2021 |  |  |  |
| 10. Partnerships |  |  |  |
| 11. Support Services |  |  |  |
| 12. High Quality Information and Data Collection Systems |  |  |  |
| * 12-E Student Data Summary |  |  |  |
| 13. Language Acquisition and Civics Education |  |  |  |
| 14. Family Literacy Services  (if applicable) |  |  |  |
| 15. Budget Narrative |  |  |  |
| * 15-D Assurance and Acknowledgement Form, 2020-2021 Corrections Education Grant |  |  |  |
| 16. Support for Strategic Plan |  |  |  |
| 17. General Education Provisions Act (GEPA) – one page |  |  |  |
|  | **Attachments** |  |  |  |
| **6** | MOU with LWDB and/or Contractual Service Agreements – *if applicable* |  |  |  |
| **7** | Project Performance and Accountability Form |  |  |  |
| **8** | Program Income *- if applicable* |  |  |  |
| **9** | Risk Analysis (DOE 610 or DOE 620) - *if applicable* |  |  |  |
| **10** | Self-Evaluation Form |  |  |  |
| **11** | Application Review Criteria and Checklist Form (must be last page) |  |  |  |

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