

**Adult General Education (AGE), Integrated English Literacy and Civics Education
(IELCE) and Corrections Education (CE)
2021-2022 Request for Proposal (RFP)
Questions and Answers
Posted May 21, 2021
(Week 3)**

Adult General Education

Question #1: May an agency consider a program that results in a certification, but is not postsecondary, (such as ADOBE or Microsoft) as their IET requirement? Does the second year IET have to be a completely different program or can it be an additional certification under the same program?

Answer #1: Yes. An agency may consider a workforce training component of an IET that results in an industry certification to fulfill the IET requirement assuming this form of workforce training aligns with local labor market needs. An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). Through the workforce training component, students receiving the IET service delivery approach may earn an industry certification.

The IET workforce training component must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

For year 2, an IET that leads to a different industry certification would be considered a unique IET and would therefore fulfill the requirement of an additional IET in year 2.

Question #2: If an agency has personnel vacancies that are not likely to be filled before the grant application is due and therefore does not know the data to be entered on the Personnel Chart in the Workbook, how is it best to proceed to avoid being “penalized”?

Answer #2: If you have a position that will be filled and supports adult education, you may report that position on this table, even if it is currently vacant.

Question #3: Commercial Driver’s License (CDL) truck drivers are an in-demand job in certain workforce regions. It is also an EFI targeted industry with a mean hourly wage of more than \$18/hr. Does the CDL meet the definition of a credential of value? Can an IET be offered based on this credential?

Answer #3: Yes. CDL instruction may fulfill the workforce training component of the IET service approach (one of the three required components). As a reminder, the IET workforce training component must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

The CDL would be of a credential of value based upon the example provided.

In addition, it is important to remember that the IET services must be provided concurrently and contextually such that within the overall scope of the IET the adult education and literacy activities, workforce preparation activities, and workforce training (aka the 3 required components):

- a. are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- b. occur simultaneously; and
- c. use occupationally relevant instructional materials.

The IET must be guided by a single set of learning objectives that identifies specific adult education content; workforce preparation activities; and workforce training competencies, and the program activities are organized to function cooperatively.

Question #4: Please define and/or provide reference to the six evidence-based key components of early childhood education referenced in Part J, question J.1.a. of the RFP. Can an agency write about a two-generation activity if it embeds 1 or 2 of the six evidence-based key components or does the Department only define these activities as those having all six of those key components?

Answer #4: The two-generation approach focuses equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty. They articulate and track outcomes for both children and adults simultaneously.

Six key components of the approach are:

- (1) early childhood education;
- (2) adult and postsecondary education and workforce pathways;
- (3) economic supports and assets;
- (4) K-12 (being kindergarten ready, third grade reading skills on time)
- (5) health and well-being; and
- (6) social capital

Two-generation approaches can be applied to programs, policies, systems, and research. For example, strengthening family engagement strategies in early childhood education, ensuring student parents have access to workforce preparation and postsecondary credentials; and connecting with limited English proficiency to

adult education programs. Other examples: developing partnerships to promote asset-building, teaching health literacy, and increasing social networks and social capital that advance economic security for families. **Source: Aspen Institute (ASCEND, 2018).**

Ideally applicants will address all six components of the approach, however it is permissible to address a subset of the six components in an application based on local need for two-generation services in each community.

Question #5 Can an agency implement an IET service approach with non-credit programs such as entrepreneurial training, on-the-job training, training programs operated by the private sector, or skill upgrading and retraining? In these cases of non-credit bearing IET programs, if allowed in the RFP, is there a specific criterion for what constitutes credential of value? For example, in entrepreneurial training, would obtaining a business license and completing a business model (with advertising plan) qualify as credential of value? Could the Department cite examples of possible credentials of value for non-credit programs?

Answer #5: Yes. An agency can implement the workforce training component of the IET service approach with “non-credit” programs. As a reminder, the IET workforce training component must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

An industry certification or license would be an example of a credential of value based upon the example provided.

Question #6: Would two IET programs of study on the same area of focus for two different program types count as two different IET submissions for the RFP? See examples below.

1. Area of focus: Home Health Aide; Model: One Instructor; Program Type: English Language Acquisition (Adult ESOL)
2. Area of focus: Home Health Aide; Model: One Instructor; Program Type: Adult Basic Education

Answer #6: Yes.

Question #7: Are the areas shaded blue in the IET Program of Study Guide form in the RFP headers or are they to be filled out by the agency?

Answer #7: The shaded areas in the IET Program of Study Guide are headers.

Question #8: Agencies are asked for a “model description” in the IET Program of Study Guide. The Implementation Guide lists several IET models. Is an agency to copy and paste the model they will be using or is it to be specific to the agency?

Answer #8: Agencies should write the model specific to them. The examples in the Implementation Guide are there to provide guidance to help them in conveying how they will develop their own model.

Question #9: Priority 2 states “Expand the state’s talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.” Does a program have to meet all three of these criteria?

Answer #9: No.

Question #10: Per the AGE-IELCE-21-22 RFP, on page 33 of the Integrated Education and Training Program of Study Template, for Step 2 Shared Learning Template, it varies from the Shared Learning Objective that has been provided by the state in the Florida's Integrated Education and Training (IET) Guide pg. 8.

For the Narrative, can an agency use the Shared Learning Template provided in the IET guide, or try to modify it for the narrative portion of the RFP?

Answer #10: Yes, both forms require an agency to identify the three required components of an IET: adult literacy activities, workforce preparation activities, and workforce training activities.

Question #11: Does an agency have to reference/include the second year IET programs in the initial grant submission or is this something that agency’s will add to meet the local needs in year two at that time?

Answer #11: No. It does not have to be included. If funded, the continuation grant application (year two) will provide all specificities required at that time.

Question #12: Can the career training supported by ELCATE be done through completing Continuing Workforce Education courses? For example, Certified Nursing Assistant courses or Medical Code Billing.

Answer #12: Yes, if the IET results in an industry certification, assuming this form of workforce training aligns with local labor market needs. An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36).

Question #13: For IET programs for IELCE, can the workforce training for a specific occupation or occupational cluster include earning a college credit technical certificate? For example, IELCE students co-enrolling in a Logistics Specialist program of study would earn a Logistics and Transportation Specialist Technical Certificate credential. Another example could include students earning a Technical Certificate in Culinary Arts. Is this permitted?

Answer #13: Yes, it is possible that the workforce training component of an IELCE IET consist of Logistics Specialist or a Culinary Arts college credit certificate instruction assuming the participants demonstrate college readiness in accordance with s. 1008.30 Florida Statutes. In addition, it is important to remember that the IET services must be provided concurrently and contextually such that within the overall scope of the IET the adult education and literacy activities, workforce preparation activities, and workforce training (aka the 3 required components):

- a. are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- b. occur simultaneously; and
- c. use occupationally relevant instructional materials.

The IET must be guided by a single set of learning objectives that identifies specific adult education content; workforce preparation activities; and workforce training competencies, and the program activities are organized to function cooperatively.

Question #14: If any agency has more budget items than lines given on the DOE 101S AGE or IELCE forms in the workbook, what should they do?

Answer #14: If an agency needs more lines for data entry on any workbook tab, please email Mallory Martinez at mallory.martinez@fldoe.org to resolve the issue.