



**FLORIDA DEPARTMENT OF EDUCATION**  
**Consolidated Adult General Education**  
**2021-2022 Request for Proposal (RFP) Discretionary Competitive**  
**TAPS# 22B022- AGE and 22B023 – IELCE**  
**RE-ADVERTISEMENT**  
**\*Revised 11/1/21: Due Date Changed to Friday, November 12, 2021**

**Bureau / Office**

Division of Career and Adult Education

**Program Name**

Adult General Education (AGE) or English Language Acquisition (AEFLA Section 231) and Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

**Specific Funding Authority(ies)**

Adult Education and Family Literacy Act (AEFLA); Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA), CFDA# 84.002, website: <https://www.cfda.gov/>

**Section 1: Announcement of Funding Availability**

The Florida Department of Education (FDOE), Division of Career and Adult Education, is awarding multi-year grants on a competitive basis as reflected in this RFP to eligible adult education single providers within the State of Florida to develop, implement and improve adult education and literacy in Florida.

This package provides the necessary information for applicants to complete the required information for two-year grant cycles, 2021- 2022 and 2022-2023. Eligible providers will be required to submit a continuation application annually.

***Funding is contingent upon the availability of funds from the United States Department of Education.***

This is a consolidated Adult Education Request for Proposal that allows eligible providers to submit **ONE** grant proposal to FDOE, for specific funds to support allowable activities under each of the following type of grants and funding streams listed in the Adult Education Funding Chart.

Adult Education Funding Chart			
Funding Stream	Programs Under Each Funding Stream	Allowable Activities Under Each Funding Stream	Funding Amount
Federal (AGE) (AEFLA Section 231)	<ul style="list-style-type: none"> <li>Adult Basic Education, Adult Secondary Education <b>OR</b> English Language Acquisition Activities</li> <li>Integrated Education and Training (IET)</li> </ul>	<ul style="list-style-type: none"> <li>Family Literacy (Two-Generation)</li> <li>IET Activities</li> <li>Workplace Preparation and Training Activities</li> </ul>	<ul style="list-style-type: none"> <li>See allocation Chart per county in the Adult Education Grant Application Excel Document</li> </ul>
Federal (IELCE)* (AEFLA Section 243)	<ul style="list-style-type: none"> <li>Integrated English Literacy and Civics Education in combination with Integrated Education and Training (IET)</li> <li><b>FDOE Requirement:</b> Eligible Provider can ONLY use AEFLA funds to support IET programs approved by FDOE.</li> </ul>	<ul style="list-style-type: none"> <li>English Language Instruction</li> <li>Rights and responsibilities for citizenship and civics participation</li> <li>IET Activities</li> <li>Workforce Preparation and Training Activities</li> </ul>	<ul style="list-style-type: none"> <li>See allocation Chart per county in the Adult Education Grant Application Excel Document</li> </ul>

- \*Since IELCE funds are awarded under a separate federal grant to FDOE, funds allocated for IELCE must only be spent to support activities related to an eligible provider's IELCE program.
- If an eligible provider requests funds under AGE AEFLA Section 231 and IELCE AEFLA Section 243, then eligible providers MUST submit TWO separate DOE101S Budget Narrative Forms to support proposed allowable activities per funding stream. FDOE will create two separate grant project numbers and providers must maintain separate fiscal accounting records (same as FDOE current policy). Additional budget instructions are in the Budget Narrative section.
- Correction Education (AEFLA Section 225) funds must be requested in a separate Competitive Request for Proposal located on the Division's website.

### **Funding Purpose/Priorities**

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

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

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

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members to obtain the education and skills that—
  - a. Are necessary to becoming full partners in the educational development of their children; and,
  - b. 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—
  - a. Improving their—
    - i. Reading, writing, speaking and comprehension skills in English; and,
    - ii. Mathematics skills; and,
  - b. Acquiring an understanding of the American system of Government, individual freedom and the responsibilities of citizenship.

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

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

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

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

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

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

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

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

The Integrated English Literacy and Civics Education (IELCE) program funded through Section 243 includes education services provided to English language learners who are adults, including professionals with degrees and credentials earned in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States.

### **Total Funding Amount**

- \$637,141 Adult General Education and
- \$312, 640 Integrated English Literacy and Civics Education
- See the Allocation Charts in the Adult Education Grant Application Excel Document for allocations by county.
- A separate application must be submitted for each county served.

### **Note:**

- The allocations posted in the Adult Education Grant Application Excel Document are subject to change, based on Florida's federal award notification or any adjustments made to the allocation by USDOE.
- The projected allocations of federal 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.
- The Commissioner may recommend an amount greater or less than the amount requested in the proposal.

### **Type of Award**

Discretionary Competitive

### **Budget / Program Performance Period**

Date of receipt by DOE to June 30, 2022

- Year-two continuation Funding (July 1, 2022 through June 30, 2023); FDOE staff will determine eligibility for continued funding based partially on adherence to federal and state assurances, eligible providers' annual demonstration of successful implementation of the program consistent with approved performance expectation and adherence to all fiscal and programmatic requirements.
- If continuation funds are awarded for the remaining year, grant providers must submit a separate continuation grant application.

### **Application Due Date**

**\*Friday, November 12, 2021** no later than 11:59 pm EST

**Eligible Provider(s) must submit all application documents to FDOE Office of Grants Management via email to [AEGrant@fldoe.org](mailto:AEGrant@fldoe.org), no later than the 11:59 pm (EST) on the due date.**

**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.

### **Notice of Intent-to-Apply**

The due date to submit the Notice of Intent to Apply to Florida Department of Education (FDOE) is **\*Friday, October 15, 2021.**

The link to submit your agency's Notice of Intent to Apply form for the 2021-2022 Consolidated Adult Education Grant is <https://www.surveymonkey.com/r/ZSJ8KKR>.

The Intent to Apply form will provide Florida Department of Education (FDOE) with the necessary information to create your agency's Office of Grants Management cloud-based "ShareFile" account associated with this grant's TAPS number. Each agency can list up to four (4) individuals who may access the ShareFile account associated with the Consolidated Adult Education Grant. The FDOE recommends at least two individuals be listed.

Notice of Intent to Apply form is recommended, but not mandatory to submit a grant application.

### **Method of Answering Frequently Asked Questions (FAQs)**

If you have questions related to this request for proposal, email Mallory Martinez, [Mallory.Martinez@fldoe.org](mailto:Mallory.Martinez@fldoe.org).

To ensure that all eligible providers have access to the questions and answers, this information will be posted.

All Frequently Asked Questions will be posted on the Program Office website at:

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

The last date that questions will be answered is **\*Friday, October 15, 2021.**

### **Matching Requirement**

None

### **Contact Persons**

#### **Program Office Contact**

Mallory Martinez

850-245-9043

[Mallory.Martinez@fldoe.org](mailto:Mallory.Martinez@fldoe.org)

#### **Grants Management Office Contact**

Paula Starling

850-245-0711

[Paula.Starling@fldoe.org](mailto:Paula.Starling@fldoe.org)

### **Eligible Individual**

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

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

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

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

### **Eligible Provider(s)**

In accordance to AEFLA, Section 203(5), the term “eligible provider” means an organization that has demonstrated effectiveness (see description of demonstrated effectiveness in the next section) in providing adult education and literacy activities that may include—

- A. a local educational agency;
- B. a community-based organization or faith-based organization;
- C. a volunteer literacy organization;
- D. an institution of higher education;
- E. a public or private nonprofit agency;
- F. a library;
- G. a public housing authority;
- H. a nonprofit institution not described in any of subparagraphs (A) through (G) and has the ability to provide literacy activities to eligible providers;
- I. a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described in (A) through (H);
- J. a partnership between an employer and an entity described in any of (A) through (I)

Recipients must be legally constituted and qualified to conduct business in Florida.

## **Section 2: Pre-Application Screening Requirements**

### **Demonstrated Effectiveness**

Per WIOA Final Rules Subpart 34 CFR § 463.24, eligible providers must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals, particularly eligible individuals with low levels of literacy, or English language learners.

The demonstrated effectiveness verification process by FDOE **will take place before applications are reviewed/scored for funding**. This validation process establishes that eligible providers who submit proposals are demonstrating effectiveness, and therefore, eligible providers may receive funding.

- Each grant application for this component will be reviewed during a Pre-Screen process to determine if the Eligible provider meets the standard of demonstrated effectiveness to be considered eligible for an award.
- Each Eligible Provider will complete and submit with their grant application the appropriate **Adult Education Demonstrated Effectiveness Tables**, which will provide evidence of valid and reliable data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the following domains:
  - Reading,
  - Writing,
  - Mathematics,
  - English language acquisition (if the applicant will offer an English language acquisition program), and Other subject areas relevant to the services contained in the State's application for funds.
- An eligible provider must also provide information regarding its outcomes for participants related to:
  - Employment
  - Attainment of a secondary school diploma or its recognized equivalent, and
  - Transition to postsecondary education and training.
- There are two Demonstrated Effectiveness tables located in the Adult Education Grant Application Excel Workbook; Eligible Providers must complete the appropriate tables: (1) Applicants Previously Funded Tables and/or (2) Applicants NOT Previously Funded Tables.

- The Adult Education Excel grant application workbook includes two tables for entry of information on Demonstrated Effectiveness. Applicant must select the appropriate **Adult Education Demonstrated Effectiveness Tables**.
  - (1) Applicants Previously Funded Tables:
    - completed by eligible providers that received AEFLA funds during the 2018-2019 and 2019-2020 grant period.
    - the data used to populate the tables is derived from prior AEFLA National Reporting System (NRS) information.
  - (2) Applicants NOT Previously Funded Tables:
    - completed by new providers not previously funded with AEFLA funds in the 2018-2019 through 2019-2020 grant period.
    - the data use to populate the tables must be comparable education content domain outcomes, which will provide evidence of demonstrated effectiveness.
- **Florida's Standard for Demonstrated Effectiveness:** Applicants must achieve at least a one percent completion rate in Performance Outcome 1 section or Education Content Domain Outcome section for each year 2018-2019 and 2019-2020.
- Eligible Providers that do not submit sufficient evidence of demonstrated effectiveness, by supplying the required data, will be deemed ineligible to compete for AEFLA funding and removed from the competition and notified.
- Eligible providers applying as a consortium must provide evidence of demonstrated effectiveness and submit performance data for **each entity that is a consortium member**.
- Eligible providers are only required to provide performance data for those subject areas relevant to the allowable activities that will be supported by this grant application.
- ONLY eligible providers that demonstrate effectiveness will be advanced through the grant application review process and be considered for funding.
- **Pre-Application Screening: Adult Education Demonstrated Effectiveness Tables** can be located in the **Adult Education Grant Application Workbook** and must be submitted as part of the grant application.

### **Section 3: General Federal and State Information**

#### **Assurances: Federal**

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

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

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

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

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

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

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

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

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

### **Risk Analysis: Federal**

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 FDOE. 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://app1.fldoe.org/grants/trainingAssessment/login.aspx>. Non-participation in the training program may result in termination of payment(s) until training is completed.

### **Administrative Costs including Indirect Costs: Federal**

In accordance with 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.

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

Positions such as project coordinator, accountant, clerical staff, or other positions not directly involved in the direct instruction 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.

### **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](#) 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.

### **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](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide](http://www.myfloridacfo.com/aadir/reference_guide).

Any equipment purchases not listed on the original budget approved by the Florida Department of Education 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, [www.fldoe.org/grants/greenbook](http://www.fldoe.org/grants/greenbook).

### **Funding Method: State**

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

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

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

### **Reimbursement with Performance**

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

### **Fiscal Records Requirements and Documentation: State**

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

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

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

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

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

### **Allowable Expenses: Federal and State**

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

### **Unallowable Expenses: Federal and State**

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

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)

- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at [www.myfloridacfo.com/aadir/reference\\_guide](http://www.myfloridacfo.com/aadir/reference_guide).

### **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.

### **Equipment Purchases: State**

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](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/)

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

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

### **State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)**

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

<http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

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

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

[https://www.flgov.com/wp-content/uploads/orders/2020/EO\\_20-44.pdf](https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf)

### **Financial Consequences**

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

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

# Florida Consolidated Adult Education Grant Application

## Adult General Education, English Language Acquisition (ELA) WIOA Section 231 and Integrated English Literacy and Civics Education (IELCE) WIOA Section 243

### Section 4: Narrative Section

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

Florida has developed strategic priorities as reflected in this RFP.

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

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

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

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

All eligible providers **must** be aware of the following conditions:

1. **Evidence of demonstrated effectiveness** from all eligible providers is required. The eligible provider(s) must submit to FDOE the Adult Education Demonstrated Effectiveness Tables. This is a mandatory pre-screening qualification.
2. This application serves as a Grant Application two-year plan that articulates the eligible provider's comprehensive plan for the delivery of quality adult education instructional services. The written narrative should comprise of a two-year plan expressing the adult education program implementation details.
3. Align adult education services with the needs outlined with the **Local CareerSource Workforce Development Board's** local plan and submit a **Memorandum of Understanding (MOU)** in collaboration with the local workforce development board (federal requirement). This required MOU outlines the roles and responsibilities of Adult Education provider and local CareerSource. The executed MOU must include the current project year and include the six federal requirements. Carefully review the MOU resource information to ensure the MOU complies with all federal requirements. This document is located on the DCAE at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/>.
4. Collect and report accurate and valid student demographic and **outcome data** required in the Performance Accountability Section of WIOA (Section 116).

5. For applicants for AGE funds:
  - **Offer at least one Integrated Education and Training (IET)** program aligned to in-demand sectors in the first year of this Adult Education Grant Application two-year plan. In year two, one additional IET must be developed informed by the results of the regional needs assessment.
    - **IET Requirements:**
      - Each IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
      - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.
6. For applicants for IELCE funds:
  - **Offer at least one Integrated Education and Training** program aligned to in-demand sectors in the first year of this Adult Education Grant Application two-year plan. In year two, one additional IET must be developed informed by the results of the regional needs assessment.
    - **IET Requirements:**
      - Each IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
      - AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.
  - **Important Note: If applying for both AGE and IELCE funds, eligible provider must offer two IET programs, one for each fund source.**
7. **Participate in an Adult Education Regional Asset Map and Regional Needs Assessment Process-** Eligible providers that receive funds will be required to do the following:
  - Identify a full set of potential regional partnerships (such as Early Learning Coalitions, YMCA of the USA, CareerSource, Urban League, Boys and Girls Clubs of America) to support regional workforce development needs, delivery of programs and services contributing to student success. This will result in the production of a regional asset map and regional needs assessment of adult education instructional services (Department will release additional guidance and supplemental funds to support this effort).
8. **Ensure all other federal requirements, required information, use of funds, reporting, monitoring, compliance and assurances** are included in the proposal package.

### **Grant Application Overview:**

This narrative section provides the details of applying for and operating an effective and compliant adult education program. For ease of reference, the narrative sections are organized by the priorities of Florida's Adult Education System.

In this consolidated adult education grant application, each eligible provider may apply for funds in two different federal funding streams WIOA 231 and/or WIOA 243:

- WIOA Section 231: Adult General Education (AGE) and English Language Acquisition (ELA)
- WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)
- Combination: WIOA Section 231 and WIOA Section 243

When responding in the narrative section, eligible provider will have to provide two-year detailed written narrative responses to address adult education activities and services related to **each** federal funding stream AGE (funds made available under section 231 and/or IELCE funds made available under section 243).

- For example, if you are applying for both AGE and IELCE funds, the narrative response must address specific details related to both programs.

All funding streams may use funds to support allowable Family Literacy (Two-Generation) activities.

**Important reminders:**

- Since IELCE WIOA Section 243 funds are provided under a separate federal grant to FDOE, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.
- In the Budget Narrative Section each eligible provider will be required to submit TWO separate DOE101S Budget Narrative Forms to outline proposed allowable cost and activities per funding stream. If a grant application is approved for both funding streams, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.
- A maximum of 25 points is assigned to each Florida Adult Education Priorities.

Priority #	Florida Adult Education Priorities	Points in Application
1	Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.	25 Points
2	Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.	25 Points
3	Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.	25 Points
4	Incent, measure and support enhanced program effectiveness.	25 Points
	Budget Narrative	15 Points

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

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

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

	WIOA and State Considerations	Florida's Priority	Narrative Prompt
1.	The degree to which the eligible provider would be responsive to: (a) regional needs as identified in the local plan under section 108; and (b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners. WIOA Section 231(e)(1)	Priority #1	B.1 B.2 B.3
2.	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities. WIOA Section 231(e)(2)	Priority #1 Priority #2	G.1.d G.4 H.1.d
3.	Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy. WIOA Section 231(e)(3)	Priority #4	K.3
4.	The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners. WIOA Section 231(e)(4)	Priority #1	D.1
5.	Whether the eligible provider's program— (a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants	Priority #3	G.1.c G.5

	<b>WIOA and State Considerations</b>	<b>Florida's Priority</b>	<b>Narrative Prompt</b>
	achieve substantial learning gains; and (b) uses instructional practices that include the essential components of reading instruction; WIOA Section 231(e)(5)		
6.	Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. WIOA Section 231(e)(6)	Priority #3	G.5
7.	Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. WIOA Section 231(e)(7)	Priority #3	H.1 H.2 H.3
8.	Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. WIOA Section 231(e)(8)	Priority #2	All questions in Parts E and F
9.	Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means. WIOA Section 231(e)(9)	Priority #3	All questions in Part I
10.	Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways. WIOA Section 231(e)(10)	Priority #1 Priority #3	C.2. C.3. D.1.
11.	Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. WIOA Section 231(e)(11)	Priority #3	G.1.d
12.	Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance. WIOA Section 231(e)(12)	Priority #4	All questions in Part L
13.	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. WIOA Section 231(e)(13)	Priority #1 Priority #3	B.1
14.	While the following is not identified in WIOA section 231(e) as a consideration, it is a state consideration and priority. Family Literacy (Two Generation): the state will consider activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:	Priority #1 Priority #2 Priority #3 Priority #3	All questions in Part J



	<b>WIOA and State Considerations</b>	<b>Florida's Priority</b>	<b>Narrative Prompt</b>
	<p>A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.</p> <p>B. Interactive literacy activities between parents or family members and their children.</p> <p>C. 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.</p> <p>D. An age-appropriate education to prepare children for success in school and life experiences. AEFLA Section 203(9)(A-D)</p>		

## **Narrative Section Format**

1. Place all application items submitted in the “word” file in the order specified in the Application Checklist
2. Font - Arial / Size – 12
3. Margin size - 1” – both sides and top/bottom margins
4. Double spaced (this does not include charts)
5. Single-sided pages
6. Complete the narrative using the same sequence presented in the RFP
7. Narrative Sections:
  - Single Application - maximum 30 pages
  - Combined Application for AGE/IELCE - maximum 40 pages
8. This does not include any required forms, attachments, and/or other specified information.
9. Do not submit unrequested materials such as: newspapers articles, brochures and/or agency manuals with this application.

## **Program Narrative Components**

**Application Type:** Each Eligible Provider **must** select one application type in the chart below.

<b>Indicate Application Type with a (X)</b>	<b>Type of Application</b>
	<b>AGE Only:</b> Adult General Education (AGE) and English Language Acquisition (ELA) - Section 231
	<b>IELCE Only:</b> Integrated English Literacy and Civics Education (IELCE) - Section 243
	<b>Combination:</b> AGE and IELCE - Sections 231 and 243

## **Abstract (Not scored)**

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

- a. align to Florida's priority to hold learners at the center;
- b. deliver outcomes that promote full participation in the workforce;
- c. result in high quality credentials of value; and
- d. aim to close the equity gap and achievement gaps in the community.

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

### **Maximum of 25 Points**

#### **Part A: Planning for a Regionalized Adult Education Service Delivery Approach to Improve Learner Outcomes (Not scored)**

- A.1 Describe how your agency will identify and involve a broad range of partners that will be represented in the planning process. Include information on how existing efforts will be enhanced during the 2021-2023 grant period and plans to develop new partnerships and collaborations to support the regional needs and the delivery of programs and services contributing to student success in the region.
- A.2 Describe the programmatic and fiscal resources that may be needed to effectively conduct a regional needs assessment and community asset mapping.

#### **Part B – Current Needs Assessment (5 points)**

- B.1 Describe the current adult education population needing adult basic education instructional services including the number of individuals who are English language learners (ELL), particularly those with a demonstrated need for additional English language acquisition programs and civics education programs, and/or are lacking a high school diploma or equivalent. Describe the various data sources used to substantiate the size and scope of the local population that can benefit from local adult education instructional services.
- B.2 Describe the regional employment needs that have been identified in the Local WIOA Workforce Plan(s) and how these employment needs are being addressed in the grant application two-year plan.
- B.3 The regional needs assessment and community asset mapping should take a holistic approach to understanding the challenges facing your region. Describe how you intend to work with local chambers of commerce, economic development agencies, in addition to other WIOA core partners to address issues impacting adult education needs.

## Part C - Regional Partnerships and Collaborative Networks (10 Points)

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

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

- C.3 Complete the **Sub-Recipient Form** in the Adult Education Excel grant application workbook. The entire workbook and its individual worksheets must accompany the grant application. Use this form to list sub-recipient partners funding arrangements as part of this two-year plan.
- Grant applications with Sub-Recipient and Contractual Agreements must be accompanied by a formal, properly executed (agency head or designee's signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services.

## Part D - Partnership with Local Workforce Development Board (10 Points)

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

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

- D.2 The Local Workforce Development Boards (LWDB) are responsible for evaluating the extent to which each eligible provider's grant application two-year plan) demonstrates activities are aligned with: a) the proposed activities and services and the strategies and goals of their respective LWDB's local plan and (b) their respective one-stop partner's activities and services (as identified in title I, Section 107(d)(11)(A)). All title II adult education applications (i.e., adult education) are required to be aligned with all the WIOA LWDB plans within the adult education region.

The LWDBs will review all adult education grant applications (two-year plan) using the **Local Workforce Development Board (LWDB) Plan Executive Summary** and provide evaluation feedback to FDOE.

Complete and submit the following documents as attachments to this grant application:

- a. **Local Workforce Development Board Plan Executive Summary-** This document is in the attachments section of this RFP.
- b. Submit a copy of your agency's executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement.

Carefully review the MOU resource information to ensure the MOU complies with all federal requirements. This document is located on the Division of Career and Adult Education (DCAE) website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/>.

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

### **Maximum of 25 Points**

#### **Part E - Integrated Education and Training Programs of Study (15 Points)**

- E.1 Describe the two-year plan's efforts to recruit, screen and orient participants so that they will be successful in participating in the IET service approach.
- E.2 Describe how the two-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) that are aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.
- E.3 Describe the relevant work-based learning opportunities that may be available through the IET service approach; and the process used to have employers validate workplace preparation activities.

- E.4 Complete the following:
- IET Offering Summary** form in the Adult Education Excel grant application workbook.
  - Integrated Education and Training Program of Study Template** – the template is in the attachments section of this RFP and must be submitted with the grant application for each IET program offered. Eligible Provider must complete this template and the information will be used to demonstrate the comprehensive IET service approach that will be offered in year-one (2021-2022). Reminder, during the continuation year (2022-2023), eligible providers will submit the additional IET template.

**Reminders: IET Requirements:**

- Each IET Program of Study offered by an eligible provider **MUST** be submitted with this grant application and
- AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.

**Part F - Data Driven Credentials of Value through IET (10 Points)**

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

- F.1 Describe how labor market data will be used to drive the development and implementation of the IET service approach. Provide a brief summary of all labor market information that will be used to determine the IET service to be offered.
- F.2 Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.
- F.3 Identify the types of credentials available to students who participate in the IET service approach.

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

**Maximum of 25 Points**

**Part G - Quality Program Offerings (15 Points)**

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

- G.2 Describe how the instructional schedule is aligned with the program’s assessment post-testing procedures.
- G.3 Complete the **Program Offerings Summary Form** in the Adult Education Excel grant application workbook. This form will summarize all planned program offerings in the 2021-2022 year and used to demonstrate the size and scope of the adult education instructional services that will be available during the two-year plan.
- G.4 Describe the policies in this two-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).
- G.5 Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.
- G.6 Describe the student support and transition services that support the two-year plan for quality instructional programming. The response must include the following:
- how the program will assess students’ educational needs, need for support services and accommodations and how will providers or partners will deliver those services; and
  - how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.

## **Part H - Technology and Online Learning (5 Points)**

- H.1 Describe how the program will integrate the use of technology into class instruction including the following:
- how the instructor will use technology as a classroom tool;
  - how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work;
  - how digital literacy skills are being integrated into workforce preparation activities and in support of IET programs;
  - how distance learning opportunities will be made available for students, particularly those with low levels of literacy and learning disabilities;
- H.2 Describe how technology and online learning may lead to improved student performance.
- H.3 Describe the kind of information and data that will be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

## **Part I - Instructional Personnel and Professional Development (5 Points)**

- I.1 Describe the agency’s plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.
- I.2. Describe how the agency’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

- I.3 Describe the agency’s minimum qualifications for the instructors, counselors and administrators delivering the program activities during the two-year plan.
- I.4 Complete the **Personnel Chart** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the two-year plan.

**Part J - Activity: Family Literacy (Two-Generation) Models (Not scored, if offered)**

- J.1 Describe any current two-generation approaches with educational activities simultaneously for adult education family members and their children.
- a. Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital.
  - b. Provide information on how the coordination of support services align to the identified broader set of regional partners described under Priority 1.
- J.2 Describe the regional need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during this first year of this two-year plan. Provide an overview of the partners’ ability to provide two-generation services. Include information regarding:
- a. Curriculum/material intended to be used to provide instruction to this population;
  - b. Types of activities that will be implemented in the program; and
  - c. Partnerships, support services and accommodations.

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

**Maximum of 25 Points**

**Part K - Performance Outcomes (10 Points)**

- K.1 Describe how the grant application two-year plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.
- K.2 Describe how the eligible provider will adequately achieve the need for services of enrollees functioning at lower levels (such as ABE levels 1, 2, and 3 and ESL levels 1, 2, 3).
- K.3 Describe the eligible providers’ past effectiveness in meeting the needs of the target population(s). If new to AEFLA funding, describe the program past effectiveness with serving adult students.
- Please note: The responses provided in the Adult Education Demonstrated Effectiveness Tables will be used to document past effectiveness. There is not a separate form that must be filled out to document past effectiveness.



- K.4 Complete the following:
- a. **Adult Education Demonstrated Effectiveness Tables** in the Adult Education Excel grant application workbook. This chart will be used to document an eligible provider's performance data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and ELA.
    - Please note:
      - This table is used to document both demonstrated effectiveness and past effectiveness.
      - There are two Adult Education Demonstrated Effectiveness Tables located in the Adult Education Excel grant application workbook, Eligible Providers must complete the appropriate tables: Applicants Previously Funded Tables or Applicants NOT Previously Funded Tables.
  - b. **Enrollment and Performance Chart** in the Adult Education Excel grant application workbook. This chart will document the anticipated enrollment and performance of enrollees during the two-year plan period.

**Part L - Comprehensive Performance Monitoring (15 Points)**

- L.1 Describe the agency's data management information system and practices for the following:
- a. Tracking student outcomes
  - b. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness.
  - c. Monitoring program performance
  - d. Maintaining quality in the data
  - e. Data collection, security and data privacy
  - f. Tracking attendance records
  - g. Tracking student assessments (pre and post-assessments)
  - h. Using data for program and system improvements
  - i. Sharing data with expanded regional partners for strategic improvements
- L.2 Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Describe any current limitations.
- L.3 Describe how data will be used:
- a. for program management and program improvement
  - b. to measure participant outcomes
  - c. to evaluate learning gains and student goal achievement
  - d. to design IETs and two-generation approaches
  - e. to identify gaps and recruit partners to better support high-need priorities
  - f. for use beyond NRS and compliance reporting
- L.4 Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

## BUDGET INFORMATION AND OTHER NARRATIVE SECTION

### Maximum of 15 Points

#### Part M - Budget Narrative (15 points)

- M.1 Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.
- M.2 Describe how funds will be used to supplement (not supplant) adult education services.
- M.3 Provide a detailed budget (**Budget Narrative, Form DOE 101S**) for each funding stream AGE-WIOA Section 231 and/or IELCE WIOA Section 243. The written narrative must clearly provide direct linkage to the adult education program.
- In the Adult Education Excel grant application workbook – click on the appropriate DOE 101S Budget tab (AGE or IELCE), if applicable, eligible provider must complete both tabs.

#### Budget Narrative Form, DOE101S

In addition to the required narrative, the recipient must complete a Budget Narrative Form, DOE 101S, in detail, and ensure alignment with the program's goals, objectives and proposed costs for each funding stream AGE – WIOA Section 231 or IELCE – WIOA Section 243.

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

Adult Education Excel grant application workbook contains all the required Budget Narrative Form, DOE 101S.

#### Other Narrative Requirements:

##### **Support for the Strategic Plan**

**(No Score)**

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

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

**(No Score)**

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

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

##### **Dissemination Plan**

**(No Score)**

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

#### Conditions for Acceptance

1. The requirement listed below must be met for application to be considered for review:
2. Request for Proposal (RFP) are due to the Florida Department of Education (Office of Grants Management) no later than Friday, **\*November 12, 2021**, by 11:59 p.m. (EDT), via e-mail [AEGrant@fldoe.org](mailto:AEGrant@fldoe.org).
3. Applications that are late will not be reviewed or scored.
4. Adult Education Grant Application "Word" file items must be placed in the order specified in the checklist.

5. Adult Education Grant Application “Excel” workbook must be completed and submitted.
6. 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.**

- a. 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.
  - b. The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
  - c. The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
7. Required Grant Application submission naming convention:  
Subject Line: 21-22 Adult Education RFP TAPS#22B0022-AGE and/or 22B023-IELCE
- Word Document: Agency Name 21-22 AE Grant Application
    - a. Example: Jones County SD 21-22 AE Grant Application
    - b. Example: Smith State College 21-22- AE Grant Application
  - PDF Document: DOE100A Form (please do not password protect the form)
    - a. Example: DOE100A – Jones County SD
    - b. Example: DOE100A – Smith State College
  - Excel Workbook: Agency Name 21-22 AE Grant Workbook
    - a. Example: Jones County SD 21-22 AE Grant Workbook
    - b. Example: Smith State College 21-22- AE Grant Workbook
8. All the required information for the 2021-2022 Adult Education Grant Application is listed in the Checklist locate in the Request for Proposal (RFP).

### **Method of Review**

1. Pre-Screening Demonstrated Effectiveness: ONLY eligible providers approved through the pre-screening process will be advanced to the grant application review process and be considered for funding.
2. The grant application review panel will be comprised of adult education content experts and agency partners from across the state. Each grant application will be evaluated on the extent to which the application addresses the RFP elements, including alignment to state priorities and required **thirteen federal considerations**.
3. Each review panel will use a rubric-based evaluation tool when evaluating each grant application. The foundation of the scoring rubric is based upon the competitive grant requirements as outlined in the grant application and state priorities.
  - a. Grant Applications for AGE and IELCE funds will be scored separately on two different rubrics.
  - b. Each grant application will be assigned a numerical score from each review panel member.
4. Local Workforce Development Board Review: The Division of Career and Adult Education will submit each grant application to its proper LWDB to evaluate the extent to which the adult education and literacy needs and strategic plans identified in the LWDB plans have been addressed by a date yet to be determined. Every application must be reviewed by the LWDB in the applicant’s intended service delivery area. Each LWDB will provide a review directly back to the Division. If an applicant’s intended service delivery area includes more than one LWDB area, the board from each area must review the application.

5. Proposals with a minimum score of **80 points** or more (out of the maximum **115 points** scale) will be eligible for funding consideration.
6. Proposals that met the minimum score will be considered for adult education funding. If there are multiple grant applications for the same county allocation which both met the minimum score then, the final award amount will be determined based on their proportionate share of the projected enrollment information provided in each grant application. The Department reserves the right to negotiate the enrollment target and award amount with each agency.
7. The Department reserves the right to negotiate with all responsive Recipients, serially or concurrently, to determine the best-suited solution.

**Attachments:**

- Local Workforce Development Board (LWDB) Plan Executive Summary
- List of Florida's CareerSource Board/Local Workforce Development Boards (LWDB)
- Integrated Education and Training Program of Study Template
- DOE 100 Form

## **Alignment with Local Workforce Development Board (LWDB) Plan Executive Summary**

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers:

**The state will consider:**

*The degree to which the eligible provider would be responsive to— (A) Regional needs as identified in the local workforce development plan; and (B) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners;*

**WIOA Section 231(e)(1)**

*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)**

*Coordination of the alignment process must include –*

*(a) An eligible agency must establish, within its grant or contract competition, a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.*

*(b) The process must include -*

*(1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and*

*(2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.*

*(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in § 463.20.*

**34 CFR § 463.21(c)**

**Instructions:** This form will serve as a connecting document between all applications for funds under AEFLA (Adult General Education, Integrated English Literacy and Civics Education and Corrections Education) submitted by your agency during the 2021-2022 Adult Education competitive cycle. This form will reflect the eligible provider's written narrative to promote alignment with the LWDB plan.

The eligible provider will need to complete this form only once, regardless of which AEFLA funds are being applied for, and serves as an executive summary to the review by the LWDB of your agency's adult education program offerings.

**Note:** The LWDB will consider the eligible provider's written responses on the next page and make comments and/or recommendations to promote alignment with the local plan.

Florida Department of Education must consider the results of the review by the LWDB to determine the extent to which the application(s) addresses the required considerations in 34 CFR § 463.20 and 34 CFR § 463.21(c).

**Completed the following Information:**

Eligible Provider Name: \_\_\_\_\_

County Served: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Indicate the Adult Education and Family Literacy (AEFLA) fund type your agency will be applying for during the 2021-2022 Adult Education competitive cycle.

Check all the appropriate boxes:

- ☐ Adult General Education (AEFLA, Section 231)
- ☐ English Literacy and Civics Education (AEFLA, Section 243)
- ☐ Corrections (AEFLA, Section 225)

Provide the name of each Local Workforce Development Board (LWDB) that is served through this Grant Application.	(LWDB) Number*
1.	
2.	
3.	
4.	

\*A complete list of LWDB, geographic regions and associated numbers, see the last page of this document.

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.
2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.
3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).
4. Provide specific details about shared-cost activities and the resources utilized to support those costs (example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility).
5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.)

## **List of Florida's CareerSource Board/Local Workforce Development Boards (LWDB) Numbers and Geographic Regions**

<https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans>

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

## Integrated Education and Training Program of Study Template

**Integrated Education and Training (IET):** An eligible provider's activities provide learning in context, through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(s). Submit a program of study form for each IET program offered and AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.

**Step 1.** Identify in the IET Program Type Description the area(s) of focus, model/project description, and the expected number of students enrolled in each program type, the number of weeks and hours per week.

**Step 2.** Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2) workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectives list for the unit.

**Step 3.** Provide a description of the single set(s) of learning objectives that will guide instruction. Provide specific action steps and a timeline.

**Step 4.** Identify the types of credentials of value a student may earn by participating in an IET Program.

Adult education curriculum frameworks are available at <http://www.fldoe.org/academics/career-adult-edu/adult-edu>.

**Agency and County covered under this Program of Study:**

### Step 1. IET Program(s) Type Description

**Brief description of the IET program(s) offered.**

**Area of focus (occupational cluster, career pathway, workforce focus)**

**Model description (see Implementation Guide for IET model descriptions)**



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Program Type:	Expected Number of Students to be Served:	Number of Weeks:	Hours per Week:
Adult Basic Education			
Adult Secondary Education			
English Language Acquisition			
Integrated English Literacy and Civics Education (Sec. 243)			

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**Integrated Education and Training (IET)**

“...a service approach that provides (1) **adult education and literacy activities** concurrently and contextually with (2) **workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”

(34 CFR 463.35)

<p><b>Adult Education and Literacy</b>  “...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”</p> <p>(34CFR 463.30)</p>	<p><b>Workforce Preparation</b>  “...include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:  (a)utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual’s preparation for the workforce.”</p> <p>(34 CFR 463.34)</p>	<p><b>Workforce Training</b>  “may include  (i)occupational skill training...;  (ii)on-the-job training;  (iii)incumbent worker training...;  (iv)programs that combine workplace training with related instruction...;  (v)training programs operated by the private sector;  (vi)skill upgrading and retraining;  (vii)entrepreneurial training;  (viii)transitional jobs...;  (ix)job readiness training provided in combination with services...(i) through (viii);  (x)adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and  (xi)customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”</p> <p>WIOA Section 134(c)(3)(D)</p>
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## Step 2: Shared Learning Objectives Template

Academic and Literacy Activities Include frameworks/standards	Workplace Preparation Activities	Workforce Training Skills

**Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.**

**Step 4. Identify the credentials of value a student may earn by participating in an IET Program.**

**FLORIDA DEPARTMENT OF EDUCATION**  
**PROJECT APPLICATION**

Please return to:  Florida Department of Education Office of Grants Management Email: <a href="mailto:AEGrant@fldoe.org">AEGrant@fldoe.org</a> Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496		A) Program Name: Consolidated Adult Education Grant Application Fiscal Year 2021-2022  TAPS NUMBER: 22B022 - AGE TAPS NUMBER: 22B023 - IELCE		DOE USE ONLY  Date Received:	
B) Name and Address of Eligible Applicant:				(DOE Assigned) Project Number (Section 231):  Project Number (Section 243): 	
C) Total Funds Requested:  AGE (Section 231) \$ _____  IELCE (Section 243) \$ _____  <b>DOE USE ONLY</b>  Total Approved Project: AGE (Section 231) \$ _____  IELCE (Section 243) \$ _____		D) Applicant Contact & Business Information			
		Contact Name:		Telephone Numbers:	
		Fiscal Contact Name:			
		Mailing Address:		E-mail Addresses:	
		Physical/Facility Address:		DUNS number:	
				FEIN number:	
CERTIFICATION					
I, _____, ( <i>Please Type Name</i> ) 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	

## Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** 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.
- C.** Enter the total amount of funds requested for each WIOA Federal Funding stream project.
- D.** 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.
- E. 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.**



## APPLICATION CHECKLIST

All Eligible Providers **must** download the Grant Application RFP “Word” file and Excel Workbook. Submit all documents electronically to FDOE Office of Grants Management in the established Department email at [AEGrant@fldoe.org](mailto:AEGrant@fldoe.org), no later than the close of business 11:59 pm (EST) on the due date of **\*Friday, November 12, 2021**.

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

File # and Type	ITEM		DOE STAFF check appropriate box below	
			Complete	Incomplete
<b>Word File (please submit as a PDF file)</b>	DOE 100A, Project Application – with original signature			
	<b>Narrative Sections</b>	<b>Number Pages</b>		
<b>Word File</b>	Priority 1: Part A – Part D			
	Priority 2: Part E – Part F			
	Priority 3: Part G – Part J			
	Priority 4: Part K – Part L			
	Budget Narrative: Part M			
	<b>Other Narrative Requirements:</b>			
	<ul style="list-style-type: none"> <li>General Education Provision Act (GEPA) - Federal</li> </ul>			
	<ul style="list-style-type: none"> <li>Support for the Strategic Plan - State</li> </ul>			
	<ul style="list-style-type: none"> <li>Dissemination Plan - State</li> </ul>			
	<b>Attachments</b>	<b>Number Pages</b>		
<b>Word File</b>	Local Workforce Board (LWDB) Plan Executive Summary			
	Integrated Education and Training Program of Study Template			
	Memorandum of Understanding (MOU) with LWDB, with Local One-Stop Infrastructure Cost Agreement and all other Contractual Service Agreements			
	Adult Education Program Income Letter			
	Risk Analysis (DOE 610 or DOE 620) - <i>if applicable</i>			
<b>Application Checklist - must be last page of the “Word” PDF file emailed to FLDOE</b>				
<b>Excel Workbook File</b>	<b>Adult Education Grant Application Excel Workbook</b>			
<b>Excel File</b>	Demonstrated Effectiveness			
	Enrollment-Performance			
	Program Offering Summary			
	IET Offering Summary			
	Personnel Chart			
	Sub-Recipient			
	DOE 101S, Budget Narrative Form – AGE and IELCE			
	Project Equipment Purchases Form AGE and IELCE, <i>if applicable</i>			
	Allocation Chart			