

# FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA Discretionary)

Adult General Education – Consolidated

Bureau / Office

Division of Career and Adult Education

TAPS Number

TAPS# 26B021 – Corrections Education

TAPS# 26B022 – Adult General Education

TAPS# 26B023 – Integrated English Literacy and Civics Education

Program Name

Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225) Adult General Education (AGE) (AEFLA Section 231)

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.sam.gov](https://www.sam.gov/)

Funding Purpose / Priorities

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

1. To increase, for individuals in the United States, particularly those with barriers to employment, access to and opportunities for employment, education, training and support services they need to succeed in the labor market.
2. 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 (Section 202.) of Title II, Adult Education and Family Literacy Act (AEFLA) of WIOA, 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;

b. Lead to sustainable improvements in the economic opportunities for their family;

1. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
2. Assist immigrants and other individuals who are English language learners (ELLs) in:
	1. Improving their
		1. Reading, writing, speaking and comprehensive skills in English; and
		2. Mathematic skills;
	2. Acquiring an understanding of the American system of Government, individual freedom and the responsibilities of citizenship.

Total Funding Amount

Estimated FY 2025-2026 Funding Available

* $3,300,000 Corrections Education (TAPS# 26B021)
* $42,390,101 Adult General Education (TAPS# 26B022)
* $11,047,119 Integrated English Literacy and Civics Education (TAPS# 26B023)

Funding allocation charts are included in the appendices by funding stream (Appendix A).

Type of Award

Discretionary Non-Competitive

Budget / Program Performance Period

July 1, 2025 through June 30, 2026 (Year-three of a three-year cycle ending on June 30, 2026)

Target Population(s)

An 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.

Eligible Applicant(s)

Eligible providers listed on the Continuation Funding List (See Appendix A)

Application Due Date

May 30, 2025

**The due date refers to the date of receipt in OGM.**

**For Federal programs, the project effective date will be the date that the application is received within meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

**For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1 of the fiscal year. The ending date can be no later than June 30 of the fiscal year unless otherwise specified in Florida Statutes or proviso.**

Matching Requirement

None

Contact Persons

**Program Contact**

|  |
| --- |
| **Program Managers:** |
| **Daphne Kilpatrick**Daphne.Kilpatrick@fldoe.org(850) 245-9042 | BayCalhounEscambiaGulfHolmesJacksonOkaloosaSanta Rosa | WaltonWashingtonChipola CollegeGulf Coast State CollegeNorthwest Florida State CollegePensacola State College |
| **Rachel Levine**Rachel.Levine@fldoe.org (850) 245-9044 | FranklinGadsdenHamiltonJeffersonLafayetteLeonLiberty | MadisonSuwanneeTaylorWakullaNorth Florida CollegeTallahassee Community College |
| **Nick Key**Nicholas.Key@fldoe.org(850) 245-9041 | AlachuaBakerBradfordClayDuvalFlaglerNassauPutnam | St. JohnsUnionDaytona State CollegeFlorida State College at JacksonvilleSanta Fe CollegeSt. Johns River State College |
| **Diane Tarver**Diane.Tarver1@fldoe.org(850) 245-9048 | CitrusColumbiaDixieGilchristLakeLevyMarion | SeminoleSumter VolusiaCollege of Central FloridaFlorida Gateway CollegeLake-Sumter State CollegeSeminole State College of Florida |
| **William English**William.English@fldoe.org (850) 245-9045 | DeSotoHardeeHernandoHighlandsHillsboroughManateePascoPinellasPolk | SarasotaHillsborough Community CollegePasco-Hernando State CollegePolk State CollegeSouth Florida State CollegeSt. Petersburg CollegeState College of Florida, Manatee-Sarasota |
| **Lucinda Coverston**Lucinda.Coverston1@fldoe.org (850) 245-9037 | BrevardBrowardIndian RiverMartinOkeechobeeOrangeOsceola | Palm BeachSt. LucieBroward CollegeEastern Florida State CollegeIndian River State CollegePalm Beach State CollegeValencia College |
| **Kristin Joyner**Kristin.Joyner2@fldoe.org (850) 245-9040 | Charlotte LeeCollierMiami-DadeGladesHendry | MonroeCollege of Florida Keys Florida Southwestern State CollegeMiami Dade College |

* Grants Management Contact: Jasolin Wiggins, Jasolin.Wiggins@fldoe.org
* Comptroller Contact: Andrea White, Andrea.White@fldoe.org
* IET Program Contact: Catherine O’Neil, Catherine.O’Neil@fldoe.org

**Contact Information**

**Adult Education**   **Grants Management**

Carol Bruner Paula Starling

Bureau Chief, Adult Education Director, Office of Grants Management

Carol.Bruner@fldoe.org Paula.Starling@fldoe.org

Assurances

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

2 Code of Federal Regulations (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 FDOE, 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 UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 C.F.R. Part 80), A-110 (former 34 C.F.R. Part 74), A-21, A-87, A-122, A-133, A-50. For FDOE, this means 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 website at <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. The Risk Analysis must be submitted with the application. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

**School Districts, State Colleges, and State Universities and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in Federal or State law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>.

**Governmental and Non-Governmental Entities** must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found athttps://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xlsx.

**Grants Management Training**

Non-public entities are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency’s chief financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200 form, Project Award Notification. Training and assessment can be found at

<https://portal.fldoesso.org/PORTAL/Sign-On/SSO-Home.aspx>.

Non-participation in the training program may result in termination of payment(s) until training is completed.

Funding Method

AEFLA funded grantees will receive payment based on one of the two funding methods.

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 sub-recipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

**Reimbursement with Performance**

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

Fiscal Records Requirements and Documentation

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

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

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

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

To report expenditures, all project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences

**The grant manager shall periodically review the progress made on the activities and deliverables listed. If the sub-recipient fails to meet and comply with the activities/deliverables established in the grant or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the grant manager may approve a reduced payment or request the sub-recipient redo the work or terminate the grant. The grant 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 sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.**

**Allowable Expenses:**

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 Federal and State 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.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

**Unallowable Expenses:**

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of FDOE, and shall promptly notify FDOE in the event that an agent, employee or representative of FDOE attempts to solicit the same.

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

* 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
* Furniture
* Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
* Tuition
* 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 <https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6>.

Equipment Purchases

Any equipment purchased under this program must follow the UGG at <http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl> and the Reference Guide for State Expenditures at <https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6>.

Any equipment purchases not listed on the original budget approved by FDOE require an amendment submission and approval prior to purchase by the agency awarding the funds.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at <https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf>.

Administrative Costs including Indirect Costs

**School Districts**

FDOE has been given the authority by USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by FDOE’s Comptroller. **Indirect costs shall only apply to Federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

**State Agencies, Public Universities and State Colleges**

FDOE will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to percent or the recipient’s rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $50,000, stipends, tuition and related fees, and for items of equipment, alterations, renovations and flow-through funds (“pass through” to another entity) on programs issued by FDOE. This rate is intended to be all-encompassing of typical administrative and overhead costs, including, but not limited to, rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, FDOE will approve an indirect cost rate of percent plus the direct charges for typical administrative and overhead costs such as rental of office space when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to Federal programs**.

Chapter 1010.06 Florida Statute (F.S.) Indirect cost limitation – State funds appropriated by the Legislature to the Division of Public Schools (DPS) within FDOE may not be used to pay indirect costs to a university, state university, school district or any other entity.

State of Florida, Executive Order 11-116

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 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>. More information can be found at <https://www.fldoe.org/core/fileparse.php/7736/urlt/EC-11-116-EVerify.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, 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 FDOE an annual report in the format required by FDOE. Email exorder@fldoe.org to obtain the form. 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 the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year to exorder@fldoe.org. . Executive Order 20-44 may be found at <https://www.flgov.com/eog/news/executive-orders/2020-44>.

For Federal Programs – General Education Provisions Act (GEPA)

The agency head’s certification of the DOE 100A serves as an attestation of compliance with the General Education Provisions Act (GEPA) requirements, incorporated herein by reference, to ensure equitable access to and participation of students, teachers and other program beneficiaries with special needs. GEPA requirements may be accessed at <https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm>.

For Federal Programs - Equitable Services for Private School Participation – If Applicable

In accordance with 20 U.S.C., Title IX, Part E Uniform Provisions, Subpart 1, Section 7881, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEAs service area. For details, refer to <https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIX-partE-subpart1-sec7881.htm>.: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

**Florida Adult Education Competitive Grant Application**

**Adult General Education (ABE, ASE, ELA) WIOA Section 231**

**Corrections Education WIOA Section 225**

**Integrated English Literacy and Civics Education (IELCE) WIOA Section 243**

In this consolidated continuation proposal, each eligible provider should apply for continuation funds as listed in the attached allocation charts in three different federal funding streams

* WIOA Section 231: Adult General Education (AGE)
* WIOA Section 225: Corrections Education
* WIOA Section 243: Integrated English Literacy and Civics Education (IELCE)

Collective providers can only continue previously awarded funding streams.

In the 2025-26 continuation program year, eligible providers **must** be aware of the following conditions:

1. During the competitive grant year, **Evidence of Demonstrated Effectiveness** was verified by FDOE in accordance with federal regulations.
2. This continuation grant application serves as year three (3) of the comprehensive plan where eligible providers must articulate their continuous delivery of quality adult education instructional services. The written narrative should comprise **any updates and changes** related to year three (3) 2025-2026 of their continuation adult education program implementation.
3. This grant application **MUST** continue to 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) and provide a current executed MOU agreement that includes the 2025-2026 program year.

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 website. **Please note that an award may not be issued until a compliant MOU is submitted.**

1. Eligible providers must collect and report accurate and valid student demographic and **outcome data** required in the Performance Accountability Section of WIOA (Section 116).
2. **Ensure all other federal requirements, required information, use of funds, reporting, monitoring, compliance and assurances** are included.

**Continuation Grant Application Overview and Submission Requirements:**

The FDOE has determined each eligible provider must submit the following items for approval before the continuation grant application is awarded:

1. **Provide revisions to the Grant Narrative (as needed).** Submit any updates/revisions to your agency’s original grant application as needed in the narrative section of this Continuation Adult General Education RFA.

When responding in the narrative section, eligible providers (individual or collective) must provide three-years of detailed responses to address adult education activities and services related to **each** federal funding stream. For example, if applying for AGE, Corrections and IELCE funds, the narrative response must address specific details related to all three programs. Collective providers must address activities and services in each federal funding stream for the entire geographic region and include enrollment by county served.

All narrative sections MUST be addressed in the 2025 - 2026 Continuation Grant Application:

(a) Sections that require a written response (MUST provide a written response in the space provided) or (b) Sections that offer the option for no planned changes (MUST write **“NO PLANNED CHANGES”** in the space provided).

1. **Update the Workbook.** Submit all state-approved IET programs as required in the workbook section of the RFA. Separate IET programs are required for AGE, Corrections Education and IELCE programs.

On Tab H, each eligible provider (individual or collective) will be required to identify all state-approved IET programs, this includes any IET programs previously inactivated. Each agency will provide each IET program and its related federal funding. Each agency will indicate which IET programs are active and inactive during 2025 – 2026 academic year.

New IET programs will **not** be accepted or reviewed through the RFA. Please adhere to the two IET Program Submission Windows.

March Submission Window: Agencies should submit IET programs for state review in March 2025 if they plan to offer these programs in the 2025-2026 academic year.

December Submission Window: Agencies should submit IET programs for state review in December 2025 that were not included in the March submission for implementation within the 2025-2026 academic year.
2. AGE and IELCE funds may be used to support Family Literacy (Two-Generation) activities.
3. **Update the Budget.** Submit a 2025 - 2026 Continuation Adult General Education budget narrative as required in the budget section of the RFA.

In the **Budget Narrative**, each eligible provider (individual or collective) will be required to submit a separate DOE101S Budget Narrative Form to outline proposed allowable costs and activities per funding stream. If a grant application is approved for the funding stream, FDOE will create separate project numbers for each and will issue individual DOE 200 Project Award Notifications per funding stream. Providers will be required to maintain separate fiscal records.

Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIOA Title II grant programs.

| **Grant Application** Submission Instructions |
| --- |
| All required forms must be submitted electronically to the Office of Grants Management via ShareFile Folder**s** as specified in the table below. When using the file naming convention, collective provider proposals should reflect the agency name and number of the lead fiscal agent. |
| **Request Type** | **Files to Upload** |
| AGE Funds **Only** | Upload all files via ShareFile folder **AgencyNumber\_AgencyName\_XXB022\_submitcontinuation**1. DOE 100A for AGE Funds Request (PDF)* See \*note below regarding the DOE100A.

2. Grant Narrative Section (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_AGE Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name\_AGE AEFLA workbook.xlsx.
* Replace the number “999” with your agency grant number
 |
| IELCE Funds **Only** | Upload all files via ShareFile folder **AgencyNumber\_AgencyName\_XXB023\_submitcontinuation**1. DOE 100A for IELCE Funds Request (PDF)* See \*note below regarding the DOE100A.

2. Grant Narrative Section (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_IELCE Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name IELCE AEFLA workbook.xlsx.

Replace the number “999” with your agency grant number |
| Corrections Funds **Only** | Upload all files via ShareFile folder**AgencyNumber\_AgencyName\_XXB021\_ submitcontinuation**1. DOE 100A for Correction Funds Request (PDF)* See \*note below regarding the DOE100A.

2. Grant Narrative Section (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_Corrections Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name\_Corrections AEFLA workbook.xlsx.

Replace the number “999” with your agency grant number |
| AGE **and** IELCE Funds | Upload to multiple folders will be required as follows:Upload all AGE files via ShareFile folder **AgencyNumber\_AgencyName\_XXB022\_ submitcontinuation**1. DOE 100A for AGE Funds Request (PDF)* See note below regarding the DOE100A.

2. Grant Narrative Section for AGE and IELCE (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_AGE-IELCE Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name\_AGE-IELCE AEFLA workbook.xlsx.
* Replace the number “999” with your agency grant number

Upload all IELCE files via ShareFile folder **AgencyNumber\_AgencyName\_XXB023\_ submitcontinuation**1. DOE 100A for IELCE Funds Request (PDF)* See \*note below regarding the DOE100A

**AND** Files 2-3 above with the same naming convention |
| AGE **and** Corrections Funds | Upload to multiple folders will be required as follows:Upload all AGE files via ShareFile folder **AgencyNumber\_AgencyName\_XXB022\_ submitcontinuation**1. DOE 100A for AGE Funds Request (PDF)* See \*note below regarding the DOE100A.

2. Grant Narrative Section for AGE and Corrections (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_AGE-CORRECTIONS Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name\_AGE-CORRECTIONS AEFLA workbook.xlsx.
* Replace the number “999” with your agency grant number

Upload all Corrections files via ShareFile folder **AgencyNumber\_AgencyName\_XXB021\_ submitcontinuation**1. DOE 100A for Corrections Funds Request (PDF)* See \*note below regarding the DOE100A

**AND** Files 2-3 above with the same naming convention |
| AGE, IELCE, **and** Corrections | Upload to multiple folders will be required as follows.Upload all AGE files via ShareFile folder **AgencyNumber\_AgencyName\_XXB022\_ submitcontinuation**1. DOE 100A for AGE Funds Request (PDF)* See \*note below regarding the DOE100A.

2. Grant Narrative Section for AGE, IELCE and Corrections (PDF)* Combine narrative into one single PDF file, including attachments
* File Naming Convention:
	+ 999\_Agency Name\_AGE-IELCE-CORRECTIONS Narrative.pdf.
	+ Replace the number “999” with your agency grant number

3. AEFLA Consolidated Grant Workbook (**Excel**)* File Naming Convention:
* 999\_Agency Name\_AGE-IELCE-CORRECTIONS AEFLA workbook.xlsx.
* Replace the number “999” with your agency grant number

Upload all IELCE files via ShareFile folder **AgencyNumber\_AgencyName\_XXB023\_ submitcontinuation**1. DOE 100A for IELCE Funds Request (PDF)* See \*note below regarding the DOE100A

**AND** Files 2-3 above with the same naming conventionUpload all Corrections files via ShareFile folder **AgencyNumber\_AgencyName\_XXB021\_ submitcontinuation**1. DOE 100A for Corrections Funds Request (PDF)* See \*note below regarding the DOE100A

**AND** Files 2-3 above with the same naming convention |

\*Note: DOE 100A, Project Application Form (a separate DOE-100A must be submitted for AGE funds requested, IELCE funds requested and/or Corrections funds requested).

Conditions for Acceptance

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

1. Application is received in the Office of Grants Management via ShareFile within the time frame specified by the RFA.
2. Application includes required forms: DOE 100A Project Application Form, Project Narrative and Excel Workbook, which includes the DOE 101S Budget Narrative Form.
3. All required forms must have the assigned TAPS Number included on the form.
4. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
* **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
* An “electronic signature” means an electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
* The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
* The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

**Formatting of Grant Application Narrative**

1. Place all items submitted in the order specified in the application checklist.
2. Double spaced (this does not include tables and charts)
3. Single-sided pages
4. Complete the narrative using the same sequence presented in the RFA.
5. Application Narrative: maximum 50 pages. This does not include any required forms, attachments and/or other specified information.
6. Do not submit unrequested materials such as: newspapers articles, brochures and/or agency manuals with this application.
7. Each response to the prompts in the narrative section should be provided separately. Do not combine responses.

**Method of Review**

1. All eligible providers’ continuation applications will be reviewed for approval by Florida Department of Education staff using the criteria specified in the Adult Education and Family Literacy Act and the items outlined in this document.
2. Eligible providers may be asked to revise and/or change content stated in their application in order to be approved for funding.
3. Fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement and Office of Grants Management staff.
4. The Department reserves the right to negotiate with all responsive Recipients, serially or concurrently, to determine the best-suited solution.

**Section 2. Continuation Grant Narrative**

**Florida’s Adult Education Vision**

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 increased performance. This strategic vision requires a combination of new innovations and the support of thousands of individuals both inside and outside Florida’s WIOA Workforce System.

The following strategic priorities are reflected in this RFA:

***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 increase outcomes for all participants.

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

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

**Alignment of Florida’s Adult Education Priorities 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 identified in the local plan (section 108); and (b) serving individuals in the community identified in such plan as most in need of adult education and literacy activities, including individuals— (i) with low levels of literacy; or (ii) English language learners. WIOA 231(e)(1)  | Priority #1Priority #2Priority #3 | B, C, DBA, D |
| 2.  | The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities. WIOA 231(e)(2)  | Priority #1Priority #3 | GA, D, H |
| 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 231(e)(3)  | Priority #4 | D, E |
| 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 231(e)(4)  | Priority #1Priority #2 | GB |
| 5.  | Whether the eligible provider’s program (a) is of sufficient intensity and quality based on the most rigorous research available so participants achieve substantial learning gains; and (b) uses instructional practices that include the essential components of reading instruction; WIOA 231(e)(5) | Priority #3 | A, E, K |
| 6.  | Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics and English language acquisition instruction are based on best practices derived from the most rigorous research available and appropriate including scientifically valid research and effective educational practice. WIOA 231(e)(6)  | Priority #3 | A, E. K |
| 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 231(e)(7)  | Priority #3 | G, H, I |
| 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 231(e)(8)  | Priority #1Priority #2Priority #3Priority #4 | D, E, GA - HC – HC |
| 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 and who have access to high quality professional development, including online WIOA 231(e)(9)  | Priority #3 | J, K, L |
| 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 231(e)(10)  | Priority #1Priority #2 | D, E, F, GB |
| 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 231(e)(11)  | Priority #3 | A, F |
| 12.  | Whether the eligible provider maintains a high-quality information management system with the capacity to report measurable participant outcomes and to monitor program performance. WIOA 231(e)(12)  | Priority #4 | F, G, H, I |
| 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 231(e)(13)  | Priority #1IELCE | BA |
| 14.  | While the following is a state consideration and priority, 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: * Parent or family adult education and literacy activities leading to readiness for postsecondary education or training, career advancement and economic self-sufficiency.
* Interactive literacy activities between parents or family members and their children.
* Training for parent or family members on how to be the primary teacher for their children and full partners in the education of their children.
* An age-appropriate education to prepare children for success in school and life experiences. AEFLA 203(9) (A-D)
 | Priority #1Priority #2Priority #3 | All questions in the Family Literacy section |

**Reporting Outcomes**

WIOA, Title I, Section 116, establishes performance indicators and performance reporting requirements to assess the effectiveness of state and local areas in achieving positive outcomes for individuals served by core programs. Florida’s accountability and reporting for adult education and literacy represents federal accountability measures, in Section 116 of the Workforce Innovation and Opportunity Act (WIOA) as Primary Indicators of Performance.

Program accountability is measured through the following WIOA outcome measures:

1. **Measurable skill gains** (MSG)

Depending on the type of education or training program, documented MSG is defined as one of the following:

1. Achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

2. **Credential Attainment** of a secondary school diploma, recognized equivalent or enrolled in postsecondary education or career training within one year of exit.

3. **Employment** **Rate (second quarter)** measured by the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

4. **Median Earnings** of participants who are in unsubsidized employment during the second quarter after exit from the program

5. **Employment Rate (fourth quarter)** measured by the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program

FDOE conducts annual performance evaluations of local provider performance on the WIOA measures through a data-driven accountability system for adult education programs. If a program does not meet state performance targets, a Program Improvement Plan is required. The FDOE staff reviews the improvement plans to identify opportunities to improve local practices. FDOE provides supports such as targeted professional development, teacher training and site visits.

**Continuation Narrative Questions**

 **Required for all AGE, Corrections, and IELCE Applicants**

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

* + 1. **Needs Assessment**
1. Describe the labor market needs that have been identified in the [Local Workforce Plan(s)](https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans) and Regional Needs Assessments (include data sources).
2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.
3. Complete the **Adult Education Past Performance Table,** (Consolidated Excel Workbook, TAB D).
4. Complete the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).
5. Describe how the eligible provider will adequately achieve the need for services identified in the past performance and enrollment targets tabs.
6. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

*Note*: FDOE expects grantees to enroll no less than 20 participants per year.

**B. Regional Partnerships and Collaborative Networks**

The WIOA requires collaboration at all levels – federal, state and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners.

1. Describe how the applicant will develop partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehabilitation providers, unions, industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions and social service agencies to:
	1. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;
	2. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement;
	3. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;
	4. encourage the braiding of local, regional, state and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs;
	5. and provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.
2. Workplace education is defined as *adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce.* Provide details about current or projected formal employer partnerships to provide workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.
3. Complete the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the three-year grant cycle.

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

* 1. All programmatic reporting and fiscal management of the project and ensuring that sub-recipients who provide instructional services will accurately collect data to report on such performance indicators.
	2. Clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, email, address, contact phone number, projected outcome of services and instructional practices to be provided by the sub-recipient, total funding amount to sub-recipient, identification that services provided are instructional or non-instructional and total funding amount for instructional services, if applicable.
	3. Ensuring Contractual Service Agreement(s) are in compliance with, sections 215.422, 215.971, 216.347, 216.3475, 287.058 and 287.133, Florida Statutes; Rule 60A-1.017, Florida Administrative Code.
	4. All proposed contractual expenditures between the fiscal agent and sub-recipients shall be accompanied by a formal, properly executed (agency head or designee’s signature and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

**C. Alignment with One-Stop Partners and Coordination**

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:

a. How the program aligns its services with and contribute to the local One-Stop Center to meet the goals identified in the [Local Workforce Area WIOA Plan(s)](https://www.floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans).

b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.

* Submit a copy of the agency’s **executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement**. Carefully review the [Adult Education MOU Requirements](https://www.fldoe.org/core/fileparse.php/7515/urlt/AdultEd-MOU-Requirements.pdf) to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.
	1. Any existing MOUs, MOAs or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities, vocational rehabilitation referrals or barriers to employment.
	2. Coordination with other regional partners and the available education and training

resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.

2. Complete and submit the **Alignment with LWDB Plan Executive Summary** (Appendix B).

The LWDB will consider the written responses in the Executive Summary to determine the extent to which this application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:

* Provide for the submission of all applications for funds under AEFLA to the appropriate Local Boards to review for consistency with the local plan;
* Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and
* Consider the results of the review by the Local Board in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

*Note:* The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers’ grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

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

**D. Integrated Education and Training Programs and Credentials of Value**

1. Describe the three-year plan’s efforts to recruit, screen and orient participants so they will be successful participating in the IET program.
2. Describe how the three-year plan is developing partnerships and implementing career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.
3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.
4. Describe the relevant work-based learning opportunities available through the IET program and the process used to have employers validate workplace skills.
5. Complete the following:
* **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
* IET programs previously approved by FDOE must be listed in Tab H but an IET Program of Study is not required to be submitted with this grant application.

Providers must offer a minimum of one IET program annually. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. In the case of collective applications, IET programs must be offered in every county served by AEFLA funds. (**State Requirement)**

AEFLA funds can onlybe used to support IET programs **approved** by FDOE.

**E. Data Driven Credentials of Value through IET**

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

1. Describe how labor market data will be used to drive the development and implementation of the IET service approach.
2. Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.
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 increase outcomes for all participants.**

**F. Quality Program Offerings**

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
2. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites.
3. the course modality offered (online, blended learning, laboratory, traditional classroom setting).
4. 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.
5. how system offers a flexible schedule (day and evening classes year-round), 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 ALICE (Asset Limited, Income Constrained, Employed) population, learning disabilities and other special needs, to attend and complete program.
6. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.
7. Complete the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook. This form will summarize all planned program offerings in the 2025-2026 program year and will be used to demonstrate the size and scope of the adult education instructional services that will be available during the three-year plan.
8. Describe the policies in this three-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).
9. 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.
10. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
11. how the program assesses students’ educational needs, support services and accommodations and how providers or partners are delivering those services; and
12. how the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

**G. Technology and Online Learning**

1. Describe how the program integrates the use of technology into class instruction including the following:
2. how the instructor uses technology as a classroom tool;
3. how students uses technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;
4. how digital literacy skills are integrated into workforce preparation and IET programs;
5. Describe how distance education is made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:
6. The synchronous, asynchronous and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
7. How these options lead to improved student performance.
8. How post-testing procedures are adapted to ensure distance learners meet the state’s expectation for each program to post-test 70% of enrolled participants.
9. The kind of information and data being analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.
10. **Instructional Personnel and Professional Development**
11. 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.
12. 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.
13. Describe the agency’s minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.
14. Complete the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the three-year plan.

**Priority 4: Incent, Measure and Support Enhanced Program Effectiveness**

**I. Performance Outcomes**

1. Describe the applicant’s capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services.
2. Describe how the three-year grant 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.
3. Describe how the eligible provider will adequately provide services for students functioning at lower levels such as ABE levels 1, 2 and 3 and ESL levels 1, 2 and 3.
4. Complete the **Past Performance Table** in the Consolidated Grant Workbook (**Tab D**).

5. Describe the program’s past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state’s estimated 2025-2026 performance levels, especially with respect to eligible individuals who have low levels of literacy.

|  |
| --- |
| **2025-26 State Performance Targets****Minimum Performance Levels for Florida Adult Education Programs** |
| **Measurable Skill Gain (MSG)** |
| * Educational Functioning Level (EFL) completion measured on pre and post test
 | Overall 35.7%ABE 31.4% ESL 37.4%  |
| * Enrollment in postsecondary education after program exit
 |
| * Receipt of recognized secondary credential or its recognized equivalent
 |
| * Progress toward milestones
 |
| * Passing a technical/occupational knowledge-based exam
 |
| **Employment – 2nd Quarter After Exit** | 31% |
| **Employment – 4th Quarter After Exit** | 28.2% |
| **Median Earnings** | $5,840 |
| **Credential Attainment** | 21.8% |

**J. Comprehensive Performance Monitoring**

1. Describe the agency’s data management information system and practices for the following:
2. Tracking student attendance records
3. Tracking student pre and post-tests
4. Tracking student outcomes
5. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness
6. Data collection, privacy and quality
7. Using data for program and system improvements
8. Monitoring program performance
9. Sharing data with core partners for strategic improvements
10. 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. Explain any current limitations and how data will be used to:
11. Measure participant outcomes
12. Evaluate learning gains and student goal achievement
13. Design IET programs and two-generation approaches
14. Identify areas for improvement and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting

3. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

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

* **School Districts required reporting:** Workforce Development Information System (WDIS), [http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml](https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml)
* **Florida Colleges required reporting**: Community College System Data Dictionaries and Student Database, <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>
* **Non-LEA required reporting**: Non-LEA Data Dictionaries and Student Database are available by request.

**Required Budget Narrative**

**K. Budget Narrative**

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.
2. Describe how funds will be used to supplement (not supplant) adult education services.
3. Provide a detailed budget **(Budget Narrative, Form DOE 101S) for each funding stream AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M) and/or IELCE WIOA Section 243 (Tab N).** The written narrative must clearly provide direct linkage to the adult education program.
* In the Consolidated Grant Workbook – click on the appropriate DOE 101S Budget tab (AGE, Corrections or IELCE), eligible provider **must complete all applicable budget sheets**.
* 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.

**Additional Required Narrative Responses**

**The following narrative responses (L and M) are required.**

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

Questions in Part L are required for all federal grant programs. Eligible agencies must provide a concise description of the process to ensure participation of, students, teachers and other program beneficiaries with disabilities. For details, refer to [General Education Provisions Act (GEPA) section 427 (PDF)](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf).

Support for Strategic Imperatives

* + - 1. Describe how the project will incorporate one or more of the Goals included in the [State Board of Education’s K-20 Strategic Plan](https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml).

**Optional: Family Literacy and Two Generation Approaches**

**Not Required**

**The state will consider** *activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs and that integrate all of the following activities:*

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

**AEFLA Section 203(9) (A-D)**

**M. Family Literacy and Two Generation Approaches**

1. Discuss the progress and evolution of two-generation approaches as outlined in year one of the three-year plan. Provide an update on the identification of suitable provider partners and the collaborative development of two-generation models. Offer insights into the partners' capacity to deliver comprehensive two-generation services. Additionally, include details on:
	1. Curriculum/material intended to be used to provide instruction to this population;
	2. Types of activities that will be implemented in the program; and
	3. Partnerships, support services and accommodations.

 **COMPLETE THIS SECTION IF APPLYING FOR CORRECTIONS EDUCATION FUNDS**

**Narrative should include the appropriate heading (Corrections Education or IELCE)**

**and follow formatting above, added after section M.**

**Corrections Education and Education of Other Institutionalized Individuals - Section 225**

Specific funding will be made available for Corrections Education and the Education of Other Institutionalized Individuals within Section 231 funding (WIOA, section 225). Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

* adult education and literacy activities;
* special education programs as determined by the eligible agency;
* secondary school credit;
* integrated education and training;
* career pathways;
* concurrent enrollment;
* peer tutoring; and
* transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

The term *criminal offender* is defined as any individual charged with or convicted of any criminal offense. Services must be provided to individuals likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center; halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

**Narrative Questions**

1. List the academic programs to be offered to criminal offenders in correctional institutions and other institutionalized individuals. Explain how the corrections education program will meet the needs of the community through the identified academic programs.
2. Provide an explanation of how priority will be given to individuals who are likely to leave the correctional institution within five (5) years of participation in the corrections education program.
3. Describe how the program will ensure that classes are of sufficient intensity and duration and the environment is conducive to learning.
4. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S Budget Narrative Form (**Tab M**) to outline Corrections Education proposed allowable cost and activities. If approved for Corrections Education funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

**ONLY COMPLETE THIS SECTION IF APPLYING FOR IELCE FUNDS**

**Integrated English Literacy and Civics Education (IELCE) - Section 243**

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers and citizens of the United States. These services include:

* academic instruction in literacy and English language acquisition
* instruction on the rights and responsibilities of U.S. citizenship and civic participation
* workforce training.

Required components of an IELCE program include:

* English Language Acquisition (speaking and comprehension); and
* Literacy (reading and writing); and
* Civics education (the rights and responsibilities of citizenship and civic participation);
* Integrated Education and Training (IET).

**Important reminders:**

* All questions in the Narrative section also apply to the IELCE program and should be noted in the applicant’s responses. There are additional specific narrative questions in this section.
* 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.

**Narrative Questions**

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.
2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.
3. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.
4. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).
5. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S **Budget Narrative Form** (Tab N) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

**Appendices**

Appendix A: Estimated Available AGE, IELCE, and Corrections Education Funds by Agency

Appendix B: Alignment with LWDB Plan Executive Summary

Appendix C: DOE 100A, Project Application Form for AGE, TAPS# 26B022

Appendix D: DOE 100A, Project Application Form for IELCE, TAPS# 26B023

Appendix E: DOE 100A, Project Application Form for Corrections, TAPS# 26B021

Appendix F: Application Review Criteria and Checklist

**Appendix A: Estimated Available AGE & IELCE Funds by County**

| **Adult Education and Family Literacy****Adult General Education (AGE)** |
| --- |
| **Funding List FY 2025-2026****TAPS# 26B022****\*CONTINGENT ON 2025-26 FEDERAL ALLOCATION** |
| **Agency** | **Count(ies) Served** | **Original Amount Recommended** | **Supplemental Funding for Collectives** | **Roll Forward Increase** | **Total Amount Recommended\*** |
| Baker County School District | Baker | $93,407  | - | $59,773  | $153,180  |
| Bay County School District | Bay |  $282,024  | - |  $79,509  | $361,533  |
| Bradford County School District | Bradford |  $101,681  | - |  $60,639  | $162,320  |
| Brevard County School District | Brevard |  $609,012  | - |  $119,563  | $728,575  |
| Broward College | Broward |  $263,390  | - |  $77,559  | $340,949  |
| Broward County School District | Broward |  $2,381,610  | - |  $386,553  | $2,768,163  |
| Charlotte County School District | Charlotte |  $226,464  | - |  $77,503  | $303,967  |
| Citrus County School District | Citrus |  $227,316  | - |  $76,486  | $303,802  |
| Clay County School District | Clay |  $270,119  | - |  $81,572  | $351,691  |
| College of Central Florida | Levy, Gilchrist | $163,547  | - |  $69,705  | $233,252  |
| Collier County School District | Collier |  $594,571  | - |  $135,535  | $730,106  |
| Columbia County School District | Columbia |  $151,173  | - |  $65,818  | $216,991  |
| Daytona State College | Volusia |  $704,311  | - |  $129,501  | $833,812  |
| DeSoto County School District | DeSoto |  $160,124  | - |  $70,528  | $230,652  |
| Escambia County School District | Escambia |  $189,856  | - | $69,865  | $259,721  |
| Flagler County School District | Flagler |  $123,869  | - | $66,001  | $189,870  |
| Florida Gateway College | Dixie |  $75,631  | - | $57,913  | $133,544  |
| Florida State College of Jacksonville | Duval |  $1,326,396  | - |  $207,784  | $1,534,180  |
| Gadsden County School District | Gadsden |  $122,864  | - |  $63,361  | $186,225  |
| Hardee County School District | Hardee |  $76,792  | - |  $58,035  | $134,827  |
| Hendry County School District | Hendry |  $194,673  | - |  $76,282  | $270,955  |
| Hernando County School District | Hernando | ` $292,804  | - |  $83,750  | $376,554  |
| Hillsborough County School District | Hillsborough |  $2,271,159  | - |  $350,340  | $2,621,499  |
| Indian River County School District | Indian River |  $156,544  | - |  $67,160  | $223,704  |
| Indian River State College | Indian River, Martin, Okeechobee, Saint Lucie |  $1,019,910  | $353,728  |  $175,727  | $1,549,365  |
| Jackson County School District | Calhoun, Holmes, Jackson |  $298,825  | $126,735  | $83,863  | $509,423  |
| Jefferson County School District | Jefferson |  $60,889  | - |  $56,371  | $117,260  |
| Lake County School District | Lake |  $505,365  | - |  $110,837  | $616,202  |
| Lee County School District | Lee |  $1,112,432  | - |  $198,166  | $1,310,598  |
| Leon County School District | Leon |  $263,529  | - |  $80,880  | $344,409  |
| Liberty County School District | Liberty | $58,507  | - |  $56,122  | $114,629  |
| Literacy Alliance Northeast Florida | Clay, Duval, Saint Johns |  $347,813  | $183,750  |  $90,090  | $621,653  |
| Manatee County School District | Manatee |  $617,662  | - |  $124,590  | $742,252  |
| Marion County School District | Marion |  $609,539  | - |  $119,698  | $729,237  |
| Martin County School District | Martin |  $188,719  | - |  $69,746  | $258,465  |
| Miami-Dade College | Miami-Dade |  $2,559,328  | - |  $392,729  | $2,952,057  |
| Miami-Dade County School District | Miami-Dade |  $3,577,655  | - |  $678,428  | $4,256,083  |
| Monroe County School District | Monroe |  $125,198  | - |  $68,492  | $193,690  |
| Nassau County School District | Nassau |  $121,463  | - |  $62,709  | $184,172  |
| Okaloosa County School District | Okaloosa |  $248,001  | - |  $75,949  | $323,950  |
| Orange County School District | Orange |  $1,920,603  | - |  $322,563  | $2,243,166  |
| Osceola County School District | Osceola |  $631,853  | - |  $141,428  | $773,281  |
| Palm Beach County School District | Palm Beach |  $2,500,317  | - |  $385,454  | $2,885,771  |
| Pasco County School District | Pasco |  $720,181  | - |  $125,355  | $845,536  |
| Pinellas County School District | Pinellas |  $1,088,664  | - |  $178,432  | $1,267,096  |
| Polk County School District | Polk |  $1,402,816  | - |  $221,072  | $1,623,888  |
| Santa Fe College | Alachua |  $260,662  | - | $81,168  | $341,830  |
| Santa Rosa County School District | Santa Rosa |  $223,767  | - |  $76,332  | $300,099  |
| Sarasota County School District | Sarasota |  $348,200  | - |  $93,494  | $441,694  |
| Seminole State College | Seminole |  $360,460  | - |  $97,526  | $457,986  |
| South Florida State College | Hardee, Highlands |  $252,531  | $205,450  |  $83,713  | $541,694  |
| Saint Johns County School District | Saint Johns |  $209,596  | - | $73,063  | $282,659  |
| Saint Johns River State College | Putnam |  $207,434  | - |  $71,704  | $279,138  |
| Sumter County School District | Sumter |  $176,019  | - | $71,476  | $247,495  |
| Suwannee County School District | Suwannee |  $134,400  | - |  $66,832  | $201,232  |
| Tallahassee State College | Gadsden, Leon |  $266,557  | $115,675  |  $80,622  | $462,854  |
| Taylor County School District | Taylor |  $87,941  | - |  $59,202  | $147,143  |
| Union County School District | Union |  $88,067  | - |  $59,215  | $147,282  |
| Wakulla County School District | Wakulla |  $33,898  | - |  $53,551  | $87,449  |
| Walton County School District | Walton |  $122,992  | - | $62,869  | $185,861  |
| Washington County School District | Washington |  $93,633  | - |  $59,797  | $153,430  |
| **TOTAL** | **$33,904,763** | **$985,338** | **$7,500,000** | **$42,390,101** |

| **Adult Education and Family Literacy****Integrated English Literacy and Civics Education (IELCE)** |
| --- |
| **2025-2026 Allocations****TAPS# 26B023****\*CONTINGENT ON 2025-26 FEDERAL ALLOCATION** |
| **Agency** | **County(ies) Served** | **Original Recommended Allocation** | **Supplemental Funding for Collectives** | **Roll Forward Increase** | **Total Amount Recommended\*** |
| Brevard County School District | Brevard | $55,819 | - | $12,944  | $68,763  |
| Broward County School District | Broward | $834,902 | - | $193,604  | $1,028,506  |
| Charlotte County School District | Charlotte | $36,385 | - |  $8,437  | $44,822  |
| Citrus County School District | Citrus | $25,820 | - |  $5,987  | $31,807  |
| Clay County School District | Clay | $31,625 | - |  $7,333  | $38,958  |
| College of Central Florida | Gilchrist, Levy | $24,782 | - |  $5,747  | $30,529  |
| Collier County School District | Collier | $222,903 | - |  $51,689  | $274,592  |
| Daytona State College | Volusia | $55,495 | - | $12,869  | $68,364  |
| Desoto County School District | DeSoto | $36,070 | - |  $8,364  | $44,434  |
| Flagler County School District | Flagler | $29,054 | - | $6,737  | $35,791  |
| Florida State College of Jacksonville | Duval | $181,575 | - | $42,105  | $223,680  |
| Gadsden County School District | Gadsden | $4,826 | - |  $1,120  | $5,946  |
| Hendry County School District | Hendry | $56,514 | - | $13,105  | $69,619  |
| Hernando County School District | Hernando | $29,749 | - |  $6,898  | $36,647  |
| Hillsborough County School District | Hillsborough | $599,257 | - |  $138,961  | $738,218  |
| Indian River County School District | Indian River | $7,462 | - |  $1,730  | $9,192  |
| Indian River State College | Indian River, Martin, Okeechobee, Saint Lucie | $181,691 | $151,597 |  $42,132  | $375,420  |
| Jackson County School District | Jackson, Calhoun, Holmes | $24,810 | $54,315 |  $5,753  | $84,878  |
| Lake County School District | Lake | $76,068 | - | $17,639  | $93,707  |
| Lee County School District | Lee | $303,623 | - |  $70,407  | $374,030  |
| Leon County School District | Leon | $31,597 | - |  $7,327  | $38,924  |
| Literacy Alliance Northeast Florida | Clay, Duval, Saint Johns | $35,339 | $78,750 | $8,195  | $122,284  |
| Manatee County School District | Manatee | $ 95,206 | - |  $22,077  | $117,283  |
| Marion County School District | Marion | $ 56,579 | - |  $13,120  | $69,699  |
| Miami-Dade College | Miami-Dade | $716,202 | - | $166,079  | $882,281  |
| Miami-Dade County School District | Miami-Dade | $2,428,368 | - |  $563,111  | $2,991,479  |
| Monroe County School District | Monroe | $51,537 | - |  $11,951  | $63,488  |
| Orange County School District | Orange | $684,342 | - | $158,691  | $843,033  |
| Osceola County School District | Osceola | $241,948 | - | $56,105  | $298,053  |
| Palm Beach County School District | Palm Beach | $705,685 | - | $163,640  | $869,325  |
| Pinellas County School District | Pinellas | $138,791 | - | $32,184  | $170,975  |
| Polk County School District | Polk | $232,152 | - |  $53,833  | $285,985  |
| Saint Johns County School District | Saint Johns | $10,824 | - |  $2,510  | $13,334  |
| Santa Fe College | Alachua | $37,219 | - | $8,631  | $45,850  |
| Santa Rosa County School District | Santa Rosa | $27,896 | - |  $6,469  | $34,365  |
| Sarasota County School District | Sarasota | $67,477 | - |  $15,647  | $83,124  |
| Seminole State College | Seminole | $93,760 | - |  $21,742  | $115,502  |
| South Florida State College | Hardee, Highlands | $69,674 | $88,050 |  $16,157  | $173,881  |
| Sumter County School District | Sumter | $29,230 | - |  $6,778  | $36,008  |
| Suwannee County School District | Suwannee | $26,469 | - |  $6,138  | $32,607  |
| Tallahassee State College | Gadsden, Leon | $26,107 | $49,575 |  $6,054  | $81,736  |
| **TOTAL** | **$8,624,832** | **$422,287** | **$2,000,000** | **$11,047,119** |

|  |
| --- |
| **Adult Education and Family LiteracyCorrections Education** |
| **Funding List FY 2025-26TAPS# 26B021** |
| **Agency** | **County(ies) Served** | **Recommended Allocation** |
| Baker County School District | Baker | $100,000.00  |
| Brevard County School District | Brevard | $100,000.00  |
| Broward County School District | Broward | $100,000.00  |
| Clay County School District | Clay | $100,000.00  |
| Collier County School District | Collier | $100,000.00  |
| Leon County School District | Leon | $100,000.00  |
| Literacy Alliance of Northeast Florida  | Clay, Duval, Saint Johns  |  $300,000.00  |
| Orange County School District | Orange | $100,000.00  |
| Osceola County School District | Osceola | $100,000.00  |
| Polk County School District | Polk | $100,000.00  |
| Saint Johns County School District | Saint Johns | $100,000.00  |
| Santa Rosa County School District | Santa Rosa | $100,000.00  |
| Sarasota County School District | Sarasota | $100,000.00  |
| South Florida State College  | Hardee, Highlands | $200,000.00  |
| Sumter County School District | Sumter  |  $100,000.00  |
| Florida Department of Corrections | Statewide | $1,500,000  |
| **TOTAL** | **$3,300,000** |

**Appendix B:** **Alignment with LWDB Plan Executive Summary**

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

|  |
| --- |
| 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 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:** The form below 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 2023-2024 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 for 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).

**Alignment with LWDB Plan Executive Summary**

**Complete the following information:**

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

**County(ies) Served:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**AEFLA fund type your agency will be applying for during the 2025-2026 Adult Education competitive cycle - check all appropriate boxes:**

□ Adult General Education (AEFLA, Section 231)

□ English Literacy and Civics Education (AEFLA, Section 243)

□ Corrections (AEFLA, Section 225)

|  |  |
| --- | --- |
| **Name of each LWDB served through this Grant Application** | **LWDB Number** |
| 1.  |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |

**Narrative Questions**

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.)

**Appendix C:** DOE 100A, Project Application Form for AGE, TAPS# 26B022

Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber\_AgencyName\_XXB022\_submitcontinutation**  | **A) Program Name:****Adult Education** **Grant Application** **Fiscal Year 2025-2026****TAPS# 26B022****Adult General Education** | ***DOE USE ONLY***Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:****DOE USE ONLY** **Total Approved Project:** $ | **D)** Applicant Contact & Business Information |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | UEI number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
|  |

DOE100A

Revised June 2022 Page 1 of 2

|  |
| --- |
| Project application formProject application formProject application formProject application form**Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI 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.

**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.**
 |
|  |
|  |
|  |
| Florida Department of Education fldoe.org LogoDOE100ARevised June 2022 Page 2 of 2 |



**Appendix D:** DOE 100A, Project Application Form for IELCE, TAPS# 26B023

Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber\_AgencyName\_XXB023\_submitcontinuation** | **A) Program Name:****Integrated English Literacy and Civics Education (IELCE)** **Grant Application** **Fiscal Year 2025-2026****TAPS# 26B023****Integrated English Literacy and Civics Education** | ***DOE USE ONLY***Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:****DOE USE ONLY** **Total Approved Project:** $ | **D)** Applicant Contact & Business Information |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | UEI number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
|  |

DOE100A

Revised June 2022

|  |
| --- |
| Project application formProject application formProject application formProject application form**Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI 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.

**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.**
 |
|  |
|  |
|  |
| Florida Department of Education fldoe.org LogoDOE100ARevised June 2022 Page 2 of 2Project application formProject application form |



**Appendix E:** DOE 100A, Project Application Form for Corrections, TAPS# 26B021

Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber\_AgencyName\_XXB021\_submitcontinuation**  | **A) Program Name:****Corrections Education****Grant Application** **Fiscal Year 2025-2026****TAPS# 26B021****Corrections Education** | ***DOE USE ONLY***Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:****DOE USE ONLY** **Total Approved Project:** $ | **D)** Applicant Contact & Business Information |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | UEI number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
|  |

DOE100A

Revised June 2022 Page 1 of 2

|  |
| --- |
| Application checklistApplication ChecklistApplication ChecklistApplication Checklist**Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI 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.

**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.**
 |
|  |
|  |
|  |
| Florida Department of Education fldoe.org LogoDOE100ARevised June 2022 Page 2 of 2Application ChecklistApplication ChecklistApplication ChecklistApplication Checklist |



**Appendix F: Application Checklist**

All Eligible Providers **must** download the Grant Application RFA “Word” file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of 05/30/2025.**

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

|  |  |  |
| --- | --- | --- |
| **File # and Type** | **Item** | Provide page #s for items listed |
| **File One**: submit combined PDF File | DOE 100A, Project Application — with original signature or electronic signature  |    |
|  | **Narrative Section** | **Page Number(s)**  |
| **File One**: submit combined PDF  |  Priority 1: Part A – Part C |  |
|  Priority 2: Part D – Part E  |  |
|  Priority 3: Part F – Part H  |  |
|  Priority 4: Part I – Part J  |  |
|  Budget Narrative: Part K |  |
|  General Education Provision Act (GEPA) (Federal Requirement): Part L |  |
|  Support for Strategic Plan (FDOE Requirement): Part L |  |
|  Family Literacy Two Generation Approaches: Part M |  |
|  Corrections Education Narrative, *if applicable* |  |
|  IELCE Narrative, *if applicable*  |  |
|  Application Checklist – must be last page of the Word Document File |  |

|  |  |  |
| --- | --- | --- |
|  | **Attachments** |  |
| **File One**: submit combined PDF  |  Local Workforce Board (LWDB) Plan Executive Summary |  |
|  Memorandum of Understanding (MOU) with LWDB, with Local One-Stop  Infrastructure Cost Agreement and all other Contractual Service Agreements |  |
|  Adult Education Program Income Letter, *if applicable* |  |

|  |  |  |
| --- | --- | --- |
|  | **Consolidated Grant Workbook** |  |
| **File Two:** submit EXCEL file | **Tab A** | Title |  |
| **Tab B** | General Information |  |
| **Tab C** | Demonstrated Effectiveness – Not applicable in continuation year. |  |
| **Tab D** | Past Performance  |  |
| **Tab E** | Enrollment Targets |  |
| **Tab F** | Partnerships |  |
| **Tab G** | Program Offering Summary |  |
| **Tab H** | IET Offering Summary |  |
| **Tab I** | Personnel Chart |  |
| **Tab J** | DOE 101S, Budget Narrative Form - Instructions |  |
| **Tab K** | Example DOE 101S Form |  |
| **Tab L** | DOE 101S, Budget Narrative Form – AGE, *if applicable* |   |
| **Tab M** | DOE 101S, Budget Narrative Form – Corrections, *if applicable* |  |
| **Tab N** | DOE 101S, Budget Narrative Form – IELCE, *if applicable* |  |
| **Tab O** | Project Equipment Form – AGE, i*f applicable* |  |
| **Tab P** | Project Equipment Form – Corrections Education, *if applicable* |  |
| **Tab Q** | Project Equipment Form – IELCE, *if applicable* |  |



**Division of Finance and Operation Requirements**

In addition to adhering to the requirements in the Request for Application, eligible applicants must have a valid W-9 on file with the Division of Financial Services to receive state or federal funds.

**Agency Registrations**

Depending on the funding source, agencies must complete registrations with the following entities:

**State and Federal Funding**

1. **My Florida Market Place (MFMP)**
	* Website: [My Florida Market Place](https://flvendor.myfloridacfo.com/)
	* For questions about submitting the application, contact the My Florida Market Place Customer Service Desk at 1-866-352-3776 or visit the Vendor Information Portal.
2. **W-9 Information**
	* Additional information can be found at the [Florida Department of Financial Services Vendor Management](https://flvendor.myfloridacfo.com/).
	* For questions about submitting the W-9, contact the DFS Vendor Management Services Customer Service Desk at (850) 413-5519 or email FLW9@myfloridacfo.com.
3. **Sunbiz**
	* Website: [Sunbiz](https://dos.myflorida.com/sunbiz/)
	* For questions about submitting the application, contact the Florida Department of State at (850) 245-6000.
	* **Note:** Florida public government agencies are not required to register with Sunbiz. All other entities must register with the Division of Corporations.

**Federal Funding**

In addition to the above registrations, agencies receiving federal funds must register in SAM.gov to receive a Unique Entity Identifier.

1. **SAM.gov**
	* Website: [SAM.gov](https://sam.gov/content/home)
	* For questions about submitting the application, contact the Florida Department of State at 1-866-606-8220 or email IAEOutreach@gsa.gov.

**Risk Analysis**

1. **DOE 610 Risk Analysis Form (Local and Charter Educational Agencies Only)**

This form should be updated and emailed to FDOERiskAnalysis@fldoe.org in the following situations:

* + A change in the management of the Superintendent or Chief Financial Officer.
	+ An update to the Green Book.
1. **DOE 620 Risk Analysis Form**
	* Form: [DOE 620 Risk Analysis Form](https://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xlsx)
	* For questions about submitting the form, email FDOERiskAnalysis@fldoe.org. Submit the signed form and required attachments to the same email address.
2. **FDOE General Assurances, Terms, and Conditions**
	* Page two of section D in the FDOE General Assurances, Terms, and Conditions for Participating in Federal and State Programs form should be submitted with the application. This form is located at <https://www.fldoe.org/core/fileparse.php/5625/urlt/0076977-secd.doc>.
	* For questions about submitting General Assurances, contact Dwayne Gordon at Dwayne.Gordon1@fldoe.org or Katrina Wilson at Katrina.Wilson@fldoe.org or call (850) 245-9220.