

Putting Florida's Adult Learners First:

Adult Education & Family Literacy Act
2026-2030 Grant Competition

Monday, May 11, 2026



Florida Adult Education

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How to Participate Using Teams Webinar

Links

- [2026-27 Funding Opportunities Webpage](#)
- [Implementation Guide](#)

Questions and Comment

You may submit questions during the presentation through the webinar "questions" feature.

Webinar Agenda

- Workforce Innovation and Opportunity Act
- Funding Opportunity Overview
- What to Know Before Completing Required Proposal Documents
- Consolidated Application Narrative and Workbook
- Checklist
- Required Attachments
- Resources to Assist with Grant Preparation
- Grant submission
- Method of Review
- Application Conditions
- Additional Information
- Questions

Workforce Innovation and Opportunity Act

Understanding the Basics



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Understanding The Workforce Innovation and Opportunity Act

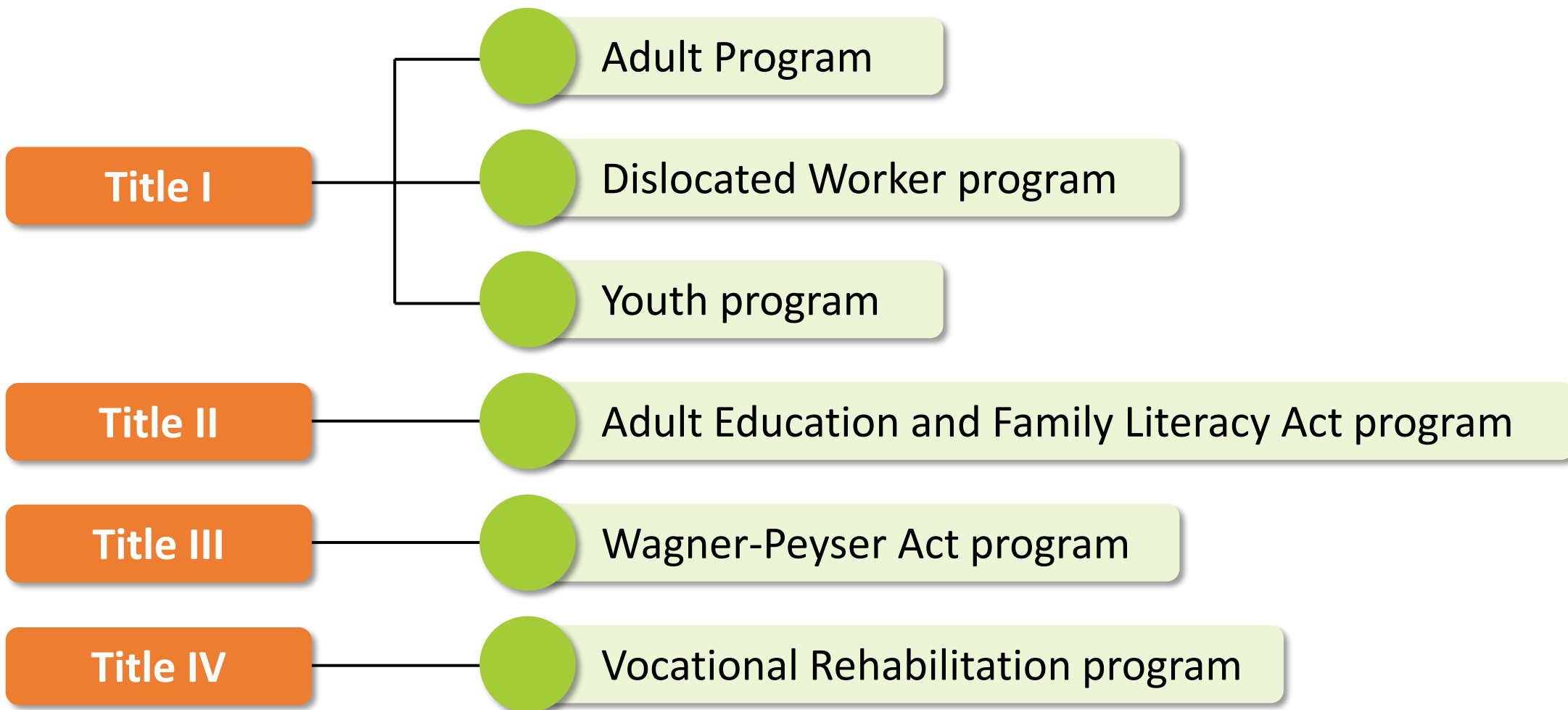


WIOA, or the Workforce Innovation and Opportunity Act, was signed into law on July 22, 2014. It replaced the Workforce Investment Act (WIA) of 1998, reflecting a significant update to the public workforce system.

Purpose:

The primary aim of WIOA is to help job seekers access employment, education, training and support services to succeed in the labor market matching employers with the skilled workers they need to compete in the global economy.

Six WIOA Core Programs



Funding Purpose and Priorities

Purpose

AEFLA, Section 202 (1-4): Partnership among federal, states and local agencies to provide, on a voluntary basis, adult education and literacy activities, in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills that:
 - Are necessary to becoming full partners in the educational development of their children; and
 - Lead to sustainable improvements in the economic opportunities of their family;

Funding Purpose and Priorities (Continued)

- Assist adults in attaining a secondary school diploma and in transitioning to postsecondary education and
- Any individuals who are English language learners seeking to improve their English reading, writing, speaking and comprehension and mathematics skills while acquiring an understanding of the American system of government, individual freedom and the responsibilities of citizenship.

Target Population/Eligible Individuals

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

- A. Who has attained 16 years of age;
- B. Who is not enrolled or required to be enrolled in secondary school under state law; and
- C. Who:
 - i. Is basic skills deficient;
 - ii. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. Is an English language learner.

Adult Education Funding Streams

Designed to develop, implement and improve adult education and literacy activities, including support for Family Literacy (two-generation) activities.

Adult General Education (Section 231)



Designed to support the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals.

Corrections Education (Section 225)



Integrated English Literacy and Civics Education (Section 243)

Designed to prepare English language learners for and place such adults in unsubsidized employment that leads to economic self-sufficiency and integrate with the local workforce development system.

Funding Opportunity Overview

YOUR WAY

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Federal Program and Funding Streams

Title: II - Adult Education and Family Literacy Act (AEFLA)

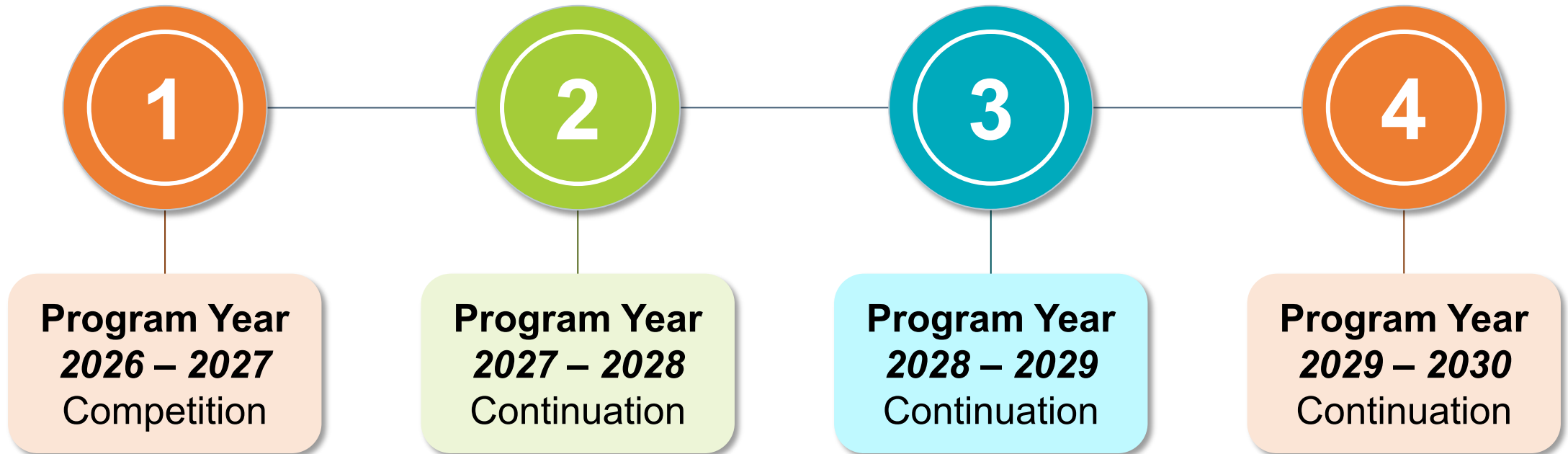
One Consolidated Request for Proposal (RFP) Discretionary Competitive Grant

- Adult General Education (Sec. 231)
- Integrated English Literacy and Civics Education (Sec. 243)
- Corrections Education (Sec. 225)

Grant Cycle

Title II – Adult Education and Family Literacy Act (AEFLA)

One Consolidated Request for Proposal (RFP)
Discretionary Competitive Grant



2026-27 Funding Allocations

AEFLA Competitive Grant Year

Adult General Education	\$34,645,196
Integrated English Literacy and Civics Education	\$9,146,642
Corrections Education	\$3,300,000
Total	\$47,091,838

- Budget and Program Performance Period: July 1, 2026 to June 30, 2027
- Four-year grant cycle: 2026-27, 2027-28, 2028-29 and 2029-30
- Funding is contingent upon the Federal Labor, Health and Human Services, Education and Related Agencies (LHHS) Appropriations Act

Important Grant Application Dates

Notice of Intent to Apply:

- Friday, May 15, 2026

Application Due Date

- Friday, June 19, 2026
- Must submit all application documents to the Office of Grants Management (OGM) via ShareFile with unique folders created through the mandatory Intent to Apply.

Grant Competition Questions and Answers

Questions must be submitted in writing; no phone calls will be accepted.

To submit your agency's questions for the 2026–27 Consolidated RFP, please email DCAEGrantsCompetition@fldoe.org with the **Subject: FAQs – 2026-27 Consolidated RFP (Agency Name)**.

Questions and responses will be posted on the FDOE website at:
<https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2026-2027-funding-opportunities/wioagrants.shtml>

The last date to send a question is **Friday, May 29, 2026**.

What to Know Before Completing Required Proposal Documents



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Notice of Intent-to-Apply

Due by Friday May 15, 2026

To submit your agency's Notice of Intent-to-Apply for the 2026–27 Consolidated RFP, please email DCAEGrantsCompetition@fldoe.org with the completed prompt referenced in the 2026-27 Consolidated RFP Discretionary Competitive application and 2026-27 Implementation Guide.

Prompt Information:

- Funding Stream Prompt
- Agency Head Information
- Authorized ShareFile Contacts
 - Contact Person 1
 - Contact Person 2
 - Additional Contact 3 (optional)
 - Additional Contact 4 (optional)
- Email Sender of the Notice of Intent-to-Apply
- Certification Statement

Notice of Intent-to-Apply

Due by Friday May 15, 2026

Any provider interested in applying for funding must submit a Notice of Intent-to-Apply.

- The Notice of Intent-to-Apply provides the FDOE with the necessary information needed to create your agency's Office of Grants Management cloud-based "ShareFile" account associated with each TAPS number.
- The Notice of Intent-to-Apply is **mandatory** to be issued ShareFile folders to submit the grant application. However, eligible organizations which file an Intent-to-Apply are not required to apply.

Pre-Screening Demonstrated Effectiveness

Federal Requirement

- Required under WIOA Title II (AEFLA)
- 34 C.F.R. § 463.20(d)(3) / AEFLA § 231(e)(3)
- Providers must demonstrate effectiveness in serving adult learners, particularly:
 - Individuals with low levels of literacy
 - English Language Learners (ELLs)

How Demonstrated Effectiveness Is Verified

- Applicants must complete the **Adult Education Demonstrated Effectiveness Table (Tab C)** (*Consolidated Grant Excel Workbook*)
- FDOE verifies demonstrated effectiveness after submission and before application review/scoring
- Only applicants that meet this requirement are eligible to proceed

Pre-Screening Demonstrated Effectiveness

Required Evidence (All Providers & Collectives)

Documented performance data showing improvement in:

- Reading, writing, mathematics
- English language acquisition
- Other subject areas relevant to proposed services

Outcomes data related to:

- Employment
- Attainment of secondary diploma or recognized equivalent
- Transition to postsecondary education or training

Data must align only to activities proposed in the grant application

Collective applicants must submit data for each member agency

Adult Education Demonstrated Effectiveness - All Applicants				
If an applicant has no experience or no data available for the particular measure indicated, please enter "0".				
[A]	[B]	[C]	[D]	[E]
Measure	Measure Description	Program Year July 1, 2023 - June 30, 2024	Program Year July 1, 2024 - June 30, 2025	Data Source(s) *Applicants may be asked to provide evidence of data source
1	Total number of eligible participants enrolled in the adult education and literacy program			
2	% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in this application			
3	% of all participants (in measure 1) who became or retained employment as a result of the AEL and following completion of the AEL program			
4	% of all participants (in measure 1) who attained a high school diploma or its recognized equivalent in the Program Year specified			
5	% of all participants (in measure 1) who were enrolled in both adult education and postsecondary education or training during the Program Year			
6	% of all participants who attained a postsecondary certificate or credential within the Program Year specified			
7	% of all participants (in measure 1) who transitioned to postsecondary education and training services			

Florida's Standard for Demonstrated Effectiveness

Applicants must achieve **at least a 1% completion rate** in **Measure 2** (*% of participants demonstrating improvement via standardized assessment*)

- Required for both years:
 - 2023–2024
 - 2024–2025
- Applies to relevant content domains:
 - Reading, writing, math, ESL and applicable subject areas

Important Notes

- FDOE may request source documentation to verify performance data
- Applicants that do not meet demonstrated effectiveness requirements:
 - Are deemed ineligible
 - Are removed from the competition
 - Will be formally notified
- Only eligible providers demonstrating effectiveness advance for funding consideration

Grant Proposal Types

Two types of proposals will be accepted during the 2026-2027 competition:

A) An *individual* adult education provider proposal

- Narrative and support for services provided in a single county.

B) A *collective* adult education provider proposal

- Narrative and support for services provided in a defined geographic area that includes two or more counties where adult education will be delivered.

Consolidated Application Narrative and Workbook



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Grant Narrative Formatting

1. Place all items submitted in the order specified in the application checklist.
2. Double spaced (this does not include tables and charts)
3. Font – Times New Roman / Size – 12
4. Complete the narrative using the same sequence presented in the RFP.
5. Application Narrative: **maximum 50 pages**. This does not include any required forms, attachments and/or other specified information. The narrative must include each question and prompt as listed in the RFP. Applicants must respond to each question individually and in sequence. Do not combine or merge responses across multiple prompts or sections. Combined or incomplete responses may result in the reviewers determining that one or more required questions were not fully addressed.
6. Do not submit unrequested materials such as newspapers articles, brochures and/or agency manuals with this application.

Florida Adult Education Narrative Sections

Sections	Florida Adult Education Narrative Sections	Points in Review
1	Needs Assessment and Responsiveness to Regional Needs	39
2	Demonstrated Effectiveness and State Performance Targets	54
3	Instructional Quality, Evidence-Based Practices & Distance Online Learning	51
4	Required Budget Narrative	18
	Additional Required Narrative Responses	No Score
	*Corrections Education, <i>if applicable</i>	12
	*IELCE, <i>if applicable</i>	15

Minimum Scores Required for Funding Eligibility



Minimum
108

Adult General Education
Minimum 108 points out of 162.



Minimum
116

Corrections Education
Minimum 116 points out of 174.



Minimum
118

Integrated English Literacy & Civics Education
Minimum 118 points out of 177.

Applicants must meet the minimum score for each funding stream applied for to be considered for funding.

Section 1: Needs Assessment and Responsiveness

A. Local Needs Assessment (9 Points)

Part A requires applicants to demonstrate their understanding of adult education needs in their service area by using high-quality data to identify target populations, barriers to participation and local labor market demands. Applicants must explain how their proposed services, strategies and recruitment efforts directly address these identified needs and align with regional workforce priorities.



Narrative Prompts

- Three Prompts: *All responses should be evidence-based and clearly cite data.*
- [American Community Survey \(ACS\) Educational Attainment](#)
- [ACS Ability to Speak English](#)
- [High School Graduation Rates](#)



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 1: Needs Assessment and Responsiveness

B. Alignment and Partnership with Local Workforce Development Board (LWDB) Plan (21 Points)

Part B focuses specifically on the applicant's partnership and alignment with the Local Workforce Development Board (LWDB). Applicants must demonstrate how adult education services connect with CareerSource operations, support co-enrollment opportunities and contribute to the shared responsibility of operating the one-stop delivery system.



Narrative Prompts

- Seven Prompts
- Memorandum of Understanding
- Alignment with LWDB Plan Executive Summary (Appendix B)



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 1: Needs Assessment and Responsiveness

C. Local Collaborative Partnerships (9 Points)

Part C focuses on the applicant's coordination with education, training and social service partners across the community to strengthen career pathways for adult learners. Applicants must show how they establish and maintain strong linkages with K–12 schools, postsecondary institutions, workforce partners, job training programs, social service agencies, community-based organizations, nonprofit organizations, industry groups, labor organizations and other intermediaries.



Narrative Prompts

- Three Prompts



Consolidated Excel Workbook

- Adult Education Partnership (Tab F)

Excel Workbook Tab F

Adult Education Partnerships

Include all formal partnerships with financial and non-financial agreements including Local Workforce Development Board Agreements.

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Partnership Information			
Name		AEFLA Subrecipient	
Website		If yes, proposed AEFLA funds budgeted	
Type		If yes, identify which funding stream	
Benefits to AEFLA Program		Benefits to Partner	

Section 2: Demonstrated Effectiveness and State Performance Targets

D. Demonstrated Effectiveness (6 Points)

Part D requires applicants to provide clear, verified evidence that they have successfully improved the literacy and educational outcomes of adult learners.



Narrative Prompts

- 3 Prompts



Consolidated Excel Workbook

- Adult Education Demonstrated Effectiveness – All Applicants (Tab C)
- Adult Education Past Performance – Currently WIOA Funded Recipient (Tab D1)
- Adult Education Past Performance – Not Currently WIOA Funded Recipient (Tab D2)
- Adult Education Enrollment Targets (Tab E)

Excel Workbook Tab C

Adult Education Demonstrated Effectiveness - All Applicants

If an applicant has no experience or no data available for the particular measure indicated, please enter "0".

[A]	[B]	[C]	[D]	[E]
Measure	Measure Description	Program Year July 1, 2023 - June 30, 2024	Program Year July 1, 2024 - June 30, 2025	Data Source(s) *Applicants may be asked to provide evidence of data source
1	Total number of eligible participants enrolled in the adult education and literacy program			
2	% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in this application			
3	% of all participants (in measure 1) who became or retained employment as a result of the AEL and following completion of the AEL program			
4	% of all participants (in measure 1) who attained a high school diploma or its recognized equivalent in the Program Year specified			
5	% of all participants (in measure 1) who were enrolled in <u>both</u> adult education and postsecondary education or training during the Program Year			
6	% of all participants who attained a postsecondary certificate or credential within the Program Year specified			
7	% of all participants (in measure 1) who transitioned to postsecondary education and training services			

General Excel Instructions

Formula Key

input data	This message appears when all the required cells used to calculate or generate a response are blank. Action Required: <i>Review the associated row or section and enter the missing information.</i>
missing data	This message appears when one or more required cells used to calculate or generate a response are blank. Action Required: <i>Review the associated row or section and enter the missing information.</i>
missing formula	This message appears when one or more cells used to calculate or generate a required response no longer contain the formula embedded in the workbook. This typically occurs if a formula was overwritten, deleted or replaced with manual text or numbers. Action Required: <i>Redownload a copy of the Consolidated Grant Workbook to restore all required formulas.</i>
n/a	This message appears when all values entered in the required cells are 0, indicating that no data apply to this section. Action Required: <i>None.</i>

Excel Workbook Tab D1

Adult Education Past Performance - Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

Performance Outcome 1 | Measurable Skill Gains (MSG) by Entry Level

Data Found in NRS Table 4

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
Entering Educational Functioning Level (EFL)	2023-24				2024-25			
	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG
ABE Level 1				input data				input data
ABE Level 2				input data				input data
ABE Level 3				input data				input data
ABE Level 4				input data				input data
ABE Level 5				input data				input data
ABE Level 6				input data				input data
Alternative ABE Placement				input data				input data
ABE Total	input data	input data	input data	input data	input data	input data	input data	input data
ESL Level 1				input data				input data
ESL Level 2				input data				input data
ESL Level 3				input data				input data
ESL Level 4				input data				input data
ESL Level 5				input data				input data
ESL Level 6				input data				input data
Alternative ESL Placement				input data				input data
ESL Total	input data	input data	input data	input data	input data	input data	input data	input data
Overall Total	input data	input data	input data	input data	input data	input data	input data	input data

Excel Workbook Tab D1 (Continued)

Performance Outcome 2 Exit-Based Primary Indicators of Performance						
Data Found in NRS Table 5						
	[I]	[J]	[K]	[L]	[M]	[N]
Primary Indicators of Performance	2023-24			2024-25		
	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Employment Second Quarter after exit			input data			input data
Employment Fourth Quarter after exit			input data			input data
Median Earnings Second Quarter after exit			n/a			n/a
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit			input data			input data
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit			input data			input data
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)			input data			input data

Excel Workbook Tab D2

Adult Education Past Performance - Not Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP).

Education Content Domain Outcomes

	[A]	[B]	[C]	[D]	[E]	[F]
	2023-24			2024-25		
Educational Content Domain	Number of Eligible Individuals* Receiving Instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain	Number of Eligible Individuals* Receiving Instruction in the Educational Content Domain	Number Eligible Individuals* Demonstrating Improvement in the Educational Domain	Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain
Reading			input data			input data
Writing			input data			input data
Mathematics			input data			input data
English Language Acquisition			input data			input data
Civics/Citizenship Education			input data			input data
Workforce Preparation/Employability Skills			input data			input data
TOTAL	input data	input data	input data	input data	input data	input data

Excel Workbook Tab D2 (Continued)

	[G]	[H]	[I]	[J]	[K]	[L]
Secondary Credential Outcomes	2023-24			2024-25		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who earned a Diploma	Percentage of Eligible Individuals* who earned a Diploma	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who earned a Diploma	Percentage of Eligible Individuals* who earned a Diploma
Secondary School Diploma or its Recognized Equivalent			input data			input data
Transition Outcomes	2023-24			2024-25		
	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome	Number of Eligible Individuals* enrolled	Number of Eligible Individuals* who achieved an outcome	Percentage of Eligible Individuals* who achieved an outcome
Transitioned to Employment			input data			input data
Transitioned to Postsecondary Education or Training			input data			input data

Excel Workbook Tab E

Adult Education Enrollment Targets

Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

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

PROVIDER INFORMATION

Name			
County(ies) Served			

ABE	31%
ESL	37%

Educational Functioning Level (EFL)	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
	ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated) 2026-27 MSG Min. Target
	2022-23	2023-24	2024-25		2026-27	2027-28	2028-29	2029-30	
ABE Level 1				input data					input data
ABE Level 2				input data					input data
ABE Level 3				input data					input data
ABE Level 4				input data					input data
ABE Level 5				input data					input data
ABE Level 6				input data					input data
Alternative ABE Placement				input data					input data
ABE Total	input data	input data	input data	input data	input data	input data	input data	input data	input data
ESL Level 1				input data					input data
ESL Level 2				input data					input data
ESL Level 3				input data					input data
ESL Level 4				input data					input data
ESL Level 5				input data					input data
ESL Level 6				input data					input data
Alternative ESL Placement				input data					input data
ESL Total	input data	input data	input data	input data	input data	input data	input data	input data	input data
Overall Total	input data	input data	input data	input data	input data	input data	input data	input data	input data

Section 2: Demonstrated Effectiveness and State Performance Targets

E. Performance Accountability and Data Collection (36 Points)

Part E evaluates the applicant's capacity to meet or exceed the state-adjusted levels of performance for the primary indicators under WIOA Section 116. Applicants should demonstrate a clear understanding of the state's performance expectations and provide detailed explanations of how their instructional design, recruitment efforts, career pathways, student support services and partnerships will contribute to achieving these outcomes.

Narrative Prompts

- E1 Performance Accountability: 3 Prompts
- E2 Data Collection: 8 Prompts
- *Note: Questions that include subparts (e.g., A, B, C) must be addressed separately. Do not combine responses—ensure all parts are clearly and fully answered.*

Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 2: Demonstrated Effectiveness and State Performance Targets

F. Accessibility and Supportive Services (12 Points)

Part F assesses how the program ensures access to adult education services by accommodating students and staff with disabilities and providing the supports necessary for learners to persist and succeed. Applicants should describe policies and practices for serving individuals with disabilities, including identification, referral, accommodations, instructional supports, assessment of needs and how services contribute to persistence and successful transition into postsecondary education, training and employment.



Narrative Prompts

- 5 Prompts
- *Note: Questions that include subparts (e.g., A, B, C) must be addressed separately. Do not combine responses—ensure all parts are clearly and fully answered.*



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

G. Instructional Quality (21 Points)

Part G examines whether the applicant has the instructional capacity and program structures necessary to deliver high-quality adult education. Applicants must describe personnel, enrollment structures, instructional modalities, including how technology is integrated into the classroom. Strong responses will provide examples of evidence-based technology practices that contribute to measurable improvements in student performance.



Narrative Prompts

- 6 Prompts



Consolidated Excel Workbook

- Adult Education Personnel Chart (Tab J)
- Adult Education Program Offering Summary (Tab G)
- Adult Education Schedule Summary (Tab H)

General Excel Instructions

Formula Key

<p>input data</p>	<p>This message appears when all the required cells used to calculate or generate a response are blank. Action Required: Review the associated row or section and enter the missing information.</p>
<p>missing data</p>	<p>This message appears when one or more required cells used to calculate or generate a response are blank. Action Required: Review the associated row or section and enter the missing information.</p>
<p>Error data-must equal B8</p>	<p>This message appears when the number of part-time teachers entered for <i>Teacher’s Years of Experience in Adult Education</i> does not equal the total number of teachers input as part-time under <i>type of personnel</i>. Action Required: Make sure the number of Teacher’s under “Type of Personnel” equals the number of “Teacher’s Years of Experience in Adult Education.”</p>
<p>Error data-must equal C8</p>	<p>This message appears when the number of full-time teachers entered for <i>Teacher’s Years of Experience in Adult Education</i> does not equal the total number of teachers input as full-time under <i>type of personnel</i>. Action Required: Make sure the number of Teacher’s under “Type of Personnel” equals the number of “Teacher’s Years of Experience in Adult Education.”</p>

Excel Workbook Tab J

Adult Education Personnel Chart

[A]	[B]	[C]	[D]
<i>Type of Personnel</i>	Part-Time (Less than 30 hrs. per week) # of Personnel	Full-Time (30 hrs. or more per week) # of Personnel	Unpaid Volunteers
Administrators			
Counselors			
Teachers			
Paraprofessionals			
Total Personnel	input data	input data	input data
Teacher's Years of Experience in Adult Education			
Less than 1 Year Experience			
1-3 Years of Experience			
More than 3 Years of Experience			
Total Counts	input data	input data	
Teacher Certification			
No Certification			
Adult Education Certification			
K-12 Certification			
Special Education Certification			
TESOL Certification			
Total Counts	input data	input data	

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

H. Evidence-Based Practices (15 points)

Part H focuses on the applicant's ability to provide instruction that is grounded in research-based methods proven to support learning gains. Applicants must describe how they ensure instructional intensity and quality, incorporate the essential components of reading instruction and provide contextualized learning opportunities that integrate academic skill development with workforce preparation.



Narrative Prompts

- 5 Prompts



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

I. Distance Online Learning (15 points)

Part I evaluates the applicant's capacity to deliver high-quality instruction in online or blended formats. Applicants must clearly describe their enrollment structures, instructional modalities, attendance policies, hour tracking procedures and digital platforms. This includes demonstrating how technology and digital tools are used to increase both the quantity and quality of learning opportunities, and how these tools are integrated with instructional delivery to produce measurable gains.



Narrative Prompts

- 5 Prompts



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Section 3: Required Budget Narrative

J. Budget Narrative (18 points)

Section J evaluates whether the applicant's proposed budget is reasonable, allowable, aligned with the goals of the four-year plan and supports high-quality adult education services consistent with WIOA and AEFLA requirements.



Narrative Prompts

- 6 Prompts



Grant Forms Excel Workbook

- DOE 101 Budget Narrative Form



Consolidated Excel Workbook

- Projected Equipment

Additional Required Narrative Responses

K. Integrated Education & Training

Section K narrative responses are required for:

- eligible agencies applying for IELCE funding, as well as
- eligible agencies applying for AGE and Corrections funding with state approved and active IET programs.



Narrative Prompts

- 5 Prompts



Consolidated Excel Workbook

- IET Program Offering Summary (Tab I)

Additional Required Narrative Responses

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

Questions in Section L are not scored but 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.



Narrative Prompts

- 5 Prompts



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Additional Required Narrative Responses

M. Family Literacy and Two Generation Approaches

Questions in Section M are not scored but optional for applicant's to address how they plan to develop and implement two-generation approaches to family literacy.



Narrative Prompts

- 4 Prompts



Consolidated Excel Workbook

- *Not Applicable to this Section.*

Corrections Education and Education of Other Institutionalized Individuals - Section 225

Questions in this portion of the application should only be completed if the applicant is applying for Corrections Education, Section 225 funds. Applicants should address how their agency(ies) will expend funds for the educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for Adult Education and Literacy Activities, Special Education Programs, Secondary School Credit, Integrated Education and Training, Career Pathways, Concurrent Enrollment, Peer Tutoring and Transition to Re-entry Initiatives and other Post-release Services.



Narrative Prompts

- 4 Prompts



Grant Forms Excel Workbook

- DOE 101 Budget Narrative Form



Consolidated Excel Workbook

- Projected Equipment – CORR

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

Questions in this portion of the application should only be completed if the applicant is applying for IELCE, Section 243 funds. Applicants should address the academic instruction in literacy and English language acquisition, instruction on the rights and responsibilities of U.S. citizenship and civic participation and workforce training for their programs providing adult education and literacy activities to English language learners.



Narrative Prompts

- 4 Prompts



Grant Forms Excel Workbook

- DOE 101 Budget Narrative Form



Consolidated Excel Workbook

- Projected Equipment – IELCE

Checklist

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Checklist

File # & 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 Sections	Page Numbers
File One: submit combined PDF	Section 1: Part A – Part C	
	Section 2: Part D – Part F	
	Section 3: Part G – Part I	
	Section 4: Part J	
	Integrated Education and Training: Part K	
	General Education Provision Act (GEPA) (Federal Requirement): Part L	
	Family Literacy Two Generation Approaches: Part M	
	Corrections Education Narrative, <i>if applicable</i>	
	IELCE Narrative, <i>if applicable</i>	
	Application Checklist – must be last page of the file	

Checklist (Continued)

	Attachments	Page Numbers
File One: submit combined PDF	Alignment with LWDB Plan Executive Summary	
	Memorandum of Understanding	
	Program Income <i>(if applicable)</i>	
	Application Checklist – must be last page	

Checklist (Continued)

Workbook Checklist	
A. Title	<input type="checkbox"/>
B. General Information	<input type="checkbox"/>
C. Adult Education Demonstrated Effectiveness – All Applicants	<input type="checkbox"/>
D. D1. Past Performance Table – Currently WIOA Funded Recipients or Past Performance Table – Not Previously WIOA Funded Recipients	<input type="checkbox"/>
E. Enrolment Targets	<input type="checkbox"/>
F. Partnerships	<input type="checkbox"/>
G. Adult Education Program Offering Summary	<input type="checkbox"/>
H. Adult Education Schedule Summary	<input type="checkbox"/>
I. Integrated Education and Training Program Offering Summary	<input type="checkbox"/>
J. Adult Education Personnel Chart	<input type="checkbox"/>

Checklist (Continued)

Workbook Checklist	
K. DOE 101 Instructions	N/A
L. Example Budget Narrative Form (DOE 101)	N/A
M. DOE Budget Narrative Form 101 – AGE	<input type="checkbox"/>
N. DOE Budget Narrative Form 101 – CORR	<input type="checkbox"/>
O. DOE Budget Narrative Form 101 – IELCE	<input type="checkbox"/>
P. Projected Equipment – AGE	<input type="checkbox"/>
Q. Projected Equipment – CORR	<input type="checkbox"/>
R. Projected Equipment – IELCE	<input type="checkbox"/>
S. County Allocations	N/A

Required Attachments

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Required Attachments

- DOE 100A Forms (one per fund source applied for)
- Local Workforce Development Board (LWDB) Plan Executive Summary
- Memorandum of Understanding (MOU) with LWDB, with Local One-Stop Infrastructure Cost Agreement and all other Contractual Service Agreements
- Grant Application Checklist

Required DOE 100A Forms

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

- Agency must complete the form and submit with a signature from the agency head or other authorized person. All required forms must have signatures from an authorized entity. FDOE will accept electronic signatures from the agency head in accordance with section 668.50(2) (h), Florida Statutes.
- FDOE will accept as an electronic signature a scanned or PDF copy of a hardcopy signature. FDOE will accept a typed signature if the document is uploaded by the individual signing the document.

Resources to Assist with Grant Preparation



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Resources to Assist with Grant Preparation

Funding Opportunities website

<https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2026-2027-funding-opportunities/wioagrants.stml>

- Implementation Guide
- FAQs

Grant Submission



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How Do I Submit a Grant Proposal to FDOE?

- A grant proposal can only be submitted to the FDOE through OGM ShareFile Folders. OGM will create a cloud-based ShareFile account and folder **specific to your agency and each TAPS number** according to the information submitted in your agency's Intent to Apply.
- Once ShareFile Folders have been created and assigned, all required application materials must be submitted electronically via ShareFile Folders as specified in the RFP.
- When using the file naming convention, collective provider proposals should reflect the agency name and number of the lead fiscal agent and should be submitted in the fiscal agent agency's folder.

How Do I Submit a Grant Proposal to FDOE?

- If more than one funding source is being applied for, multiple uploads of the same grant narrative and workbook will be **required** with **different** naming conventions based on the funding stream (AGE, IELCE, Corrections or a combination of sections) and corresponding ShareFile folder.
- A DOE 100A specific to the TAPS# and funding source will also be required for submission to its corresponding ShareFile folder. DOE 100A forms specific to each funding source can be found in the Appendices

If Applying for AGE Funds ONLY

Submission Instructions for TAPS# 27B022

Upload all files via ShareFile folder

AgencyNumber_AgencyName_XXB022_submitcompetition

1. DOE 100A for AGE Funds Request (**PDF**)
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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_AGE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for IELCE Funds ONLY

Submission Instructions for TAPS# 27B023

Upload all files via ShareFile folder

AgencyNumber_AgencyName_XXB023_submitcompetition

1. DOE 100A for IELCE Funds Request (**PDF**)
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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_IELCE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for Corrections Funds ONLY

Submission Instructions for TAPS# 27B021

Upload all files via ShareFile folder

AgencyNumber_AgencyName_XXB021_submitcompetition

1. DOE 100A for Correction Funds Request (**PDF**)
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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_Corrections AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for AGE and IELCE Funds

Upload to multiple folders will be required as follows

Upload all AGE files via ShareFile folder

AgencyNumber_AgencyName_XXB022_submitcompetition

1. DOE 100A for AGE Funds Request (**PDF**)
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 AEFLA 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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_AGE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for AGE and IELCE Funds (Continued)

Upload to multiple folders will be required as follows

Upload all IELCE files via ShareFile folder

AgencyNumber_AgencyName_XXB023_submitcompetition

5. DOE 100A for IELCE Funds Request (**PDF**)

6. AEFLA Competition FDOE Grant Forms (**Excel**)

- File Naming Convention:
 - 999_Agency Name_IELCE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

AND Files 2-3 of the previous slide with the same naming convention

If Applying for AGE and Corrections Funds

Upload to multiple folders will be required as follows

Upload all AGE files via ShareFile folder

AgencyNumber_AgencyName_XXB022_submitcompetition

1. DOE 100A for AGE Funds Request (**PDF**)
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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_AGE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for AGE and Corrections Funds (Continued)

Upload to multiple folders will be required as follows

Upload all Corrections files via ShareFile folder

AgencyNumber_AgencyName_XXB021_submitcompetition

5. DOE 100A for Corrections Funds Request (**PDF**)

6. AEFLA Competition FDOE Grant Forms (**Excel**)

- File Naming Convention:
 - 999_Agency Name_Corrections AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

AND Files 2-3 above with the same naming convention

If Applying for AGE, IELCE and Corrections Funds

Upload to multiple folders will be required as follows

Upload all AGE files via ShareFile folder

AgencyNumber_AgencyName_XXB022_submitcompetition

1. DOE 100A for AGE Funds Request (**PDF**)
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
4. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_AGE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

If Applying for AGE, IELCE and Corrections Funds (Continued)

Upload all IELCE files via ShareFile folder

AgencyNumber_AgencyName_XXB023_submitcompetition

5. DOE 100A for IELCE Funds Request (**PDF**)
6. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_IELCE AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

AND Files 2-3 above with the same naming convention

Upload all Corrections files via ShareFile folder

AgencyNumber_AgencyName_XXB021_submitcompetition

7. DOE 100A for Corrections Funds Request (**PDF**)
8. AEFLA Competition FDOE Grant Forms (**Excel**)
 - File Naming Convention:
 - 999_Agency Name_Corrections AEFLA budget.xlsx.
 - Replace the number “999” with your agency grant number

AND Files 2-3 above with the same naming convention

Method of Review

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Application Review Process

1. Only providers approved through the **pre-screening Demonstrative Effectiveness process** move forward for funding consideration.
2. Applications are reviewed by adult education experts and agency partners from across the state.
3. Reviewers evaluate how well each RFP application meets the required thirteen federal considerations.
4. Applications are scored using rubric-based evaluation tools aligned to grant requirements.
5. Each application is reviewed by the Local Workforce Development Board (LWDB) for the service area to ensure alignment with local workforce plans.
 - a) Applications serving multiple LWDB areas must be reviewed by each applicable LWDB.

Scoring and Awards

- Applications must meet minimum score requirements to be eligible for funding:



Minimum
108

Adult General Education

Minimum 108 points out of 162.



Minimum
116

Corrections Education

Minimum 116 points out of 174.



Minimum
118

Integrated English Literacy & Civics Education

Minimum 118 points out of 177.

- When multiple applications qualify for the same county, funding amounts are based on projected enrollment.
- The Department may negotiate final enrollment targets and award amounts.

Application Conditions

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Grant Application Overview

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

- The agency must complete the form and submit with a signature from the agency head or other authorized person. All required forms must have signatures from an authorized entity. FDOE will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
- FDOE will accept as an electronic signature a scanned or PDF copy of a hardcopy signature. FDOE will accept a typed signature if the document is uploaded by the individual signing the document.

Excel Workbook - Budget

- In the Budget Narrative, each eligible provider (individual or collective) will be required to submit a separate DOE 101 Budget Narrative Form to outline proposed allowable costs and activities **per funding stream**.
- 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.

Budget Narrative Guidelines

- Follow the [Green Book](#) guidelines.
 - *Applications submitted for federal or state funding must include detailed budgetary information sufficient to determine that the proposed expenditures are in compliance with state, federal and program requirements and correspond to the narrative description provided in the application. Such information shall be submitted by the applicant on standard budget forms as specified in the RFP/RFA. Supplemental budget forms may also be required to meet specific program requirements. Line item amounts should be rounded to the nearest dollar (no cents).*
- Use the correct **Object** and **Function** codes.

Additional Information



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General Information

Risk Analysis, if applicable email to FDOERiskAnalysis@fldoe.org

- DOE 610 - School Districts, State Colleges, State Universities and State Agencies
- DOE 620 - Governmental and Non-Governmental Entities

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

- The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act.

General Information (Continued)

- Administrative Costs
 - Includes indirect cost
 - Not to exceed 5%
 - Positions such as project coordinator, accountant, clerical staff or other positions not directly involved in instructional activities of students are considered administrative.
 - Travel, equipment and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional learning directly related to Adult Education and Family Literacy students.

General Information (Continued)

Program Income: Federal

- Must identify their selected program income reporting method. 2 C.F.R. 200 of the Uniform Guidance, 200.307 – Program Income
- [Green Book](#) describes the ways for applying program income to the AEFLA grants:
- **Deduction.** Ordinarily, program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the federal awarding agency authorizes otherwise. Program income that the non-federal entity did not anticipate at the time of the federal award must be used to reduce the federal award and non-federal entity contributions rather than to increase the funds committed to the project.
- **Addition.** With prior approval (200.407 Prior Written Approval) of the federal awarding agency, program income may be added to the federal award by the federal agency and the non-federal entity. The program income must be used for the purpose and the conditions of the federal award.

General Information (Continued)

Program Income: Federal (continued)

- All eligible providers requesting Adult Education Program Income (addition) method, must obtain prior written approval from the Florida Department of Education.
- **Agencies must submit their written request with their grant application.**
- If you have questions regarding fiscal reporting of program income, contact the FDOE Comptroller's Office at 850-245-9147.

General Information (Continued)

- Fiscal Control
 - 2 CFR 200 in the Uniform Administrative Requirement,
 - Education Department General Administration Regulations (EDGAR), and
 - Reference Guide for State Expenditures.
- Financial Consequences
 - Awarded projects are periodically reviewed based on the progress made on the activities and deliverables.
 - Failure to meet the performance measures may result in additional performance reporting, submission of a program improvement plan, participation in training and/or decrease in payment commensurate to an applicable amount approved by FDOE.

General Information (Continued)

Fiscal Requirements

- Must submit a completed DOE 101, Budget Narrative form for each funding type (AGE, IELCE and Corrections Education).
- Adhere to the “Green Book” and the General Assurances for Participation in Federal and State Programs.
- Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles.
- All project grantees must submit a completed DOE 499, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller’s Office, by the date on the DOE 200 Award Notification.

General Information (Continued)

Reporting Requirements

- All AEFLA/WIOA recipients must complete the DOE 499 form each year in accordance with NRS Reporting Requirements.
- In addition to the standard reporting of budget categories and details, each LEA must also report the total expenditures in the following categories, found in box (12) Rows "f" and "g"
 - Career Services Expenditures
 - Training Services Expenditures
- All LEAs must have reported expenditures in both of these categories.

General Information (Continued)

Reporting Requirements (continued)

- For additional guidance related to these expenditure categories, please refer to OCTAE Program Memo 17-2, Attachment VII – Table C (Applicable Career and Training Services for WIOA Title II AEFLA Program)
 - <https://www.ed.gov/media/document/octae-program-memo-17-2pdf>

General Information (Continued)

Equipment Purchases:

- Uniform Grant Guidance (UGG)
- Rule, 691-72.002, Florida Administrative Code
- FDOE Equipment Form (use if **unit** cost is \$5,000 or more)
 - Agency must maintain adequate records of equipment with a unit cost of \$1,000 - \$4,999
 - Property records management, inventory and disposition requirements

General Information (Continued)

- Payment Methods
 - The funding method is designated by the approved method stated in the original DOE200 Award Notification
 - Federal Cash Advance (Public Entities only as authorized by the FDOE)
 - Reimbursement with Performance
- Records Retention
 - Maintained for **five years** from the last day of the program or longer, if there is an ongoing investigation or audit

Federal and State Requirements (Continued)

Data Privacy Requirement

Students must be informed, in writing, that their personal and confidential information:

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

Federal and State Requirements (Continued)

Adult Education Memorandum of Understanding (MOU) Requirements

Execute a single “umbrella” Memorandum of Understanding with LWDB, which must include six federal requirements:

1. Description/Access to Services
2. Infrastructure Funding Agreement
3. Referrals
4. Assurances
5. Term
6. Signatories

Federal and State Requirements (Continued)

Grants will not be awarded if MOU does not cover the entire program/budget year.

- The program/budget year runs July 1, 2026, to June 30, 2027.

Questions?

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Thank You.