

**Adult Education and Family Literacy Act (AEFLA)
Competitive Grants FY 2017-2018
Questions and Answers**

Posted May 1, 2017

Adult General Education

Question #1: Do all of our class offerings have to be 10 hours per week? Does this refer to the program as a whole, or each individual site? How should we apply the minimum 10 hour per week student participation rule in filling out the grant forms? If classes meet only 6 or 9 hours weekly at various sites, should these students be excluded from column B of form 1D: AGE Enrollment and Performance Form, 2017-2018?

Answer #1: In Form 15-D: Assurances- AGE, eligible recipients have to assure that they are offering access to at least 10 hours of instruction a week per program. This can include both classroom and online instruction. For example, your institution provides ABE instruction at site A for 6 hours a week and site B for 8 hours a week. This would be a total of 14 hours of instruction available to students in that program and would meet the minimum of at least 10 hours per week for the program.

Column J on form 5-A: Program Offerings- AGE provides a summary of the activity offered by your agency and requests average hours available at all sites. This should not include online instructional hours.

An individual student is not required to be enrolled in ten hours of instruction per week. Determination of NRS participants is based on the total of all instructional hours a student receives, not how many they receive per week.

Question #2: If an agency does not meet enrollment target in first funding year and returns funds to DOE, is the funding for the agency in the following year reduced by the same amount? When funds are returned to DOE for lack of meeting enrollment target, will those funds be managed the following year as roll-forward funds for other programs who do meet enrollment? Are those funds being returned to federal education coffers (USDOE)?

Answer #2: Those funds will be maintained by FLDOE and could potentially be distributed as roll-forward funds in the future.

Question #3: If an agency requests less than allocated amount due to the new targeted enrollment requirements, what happens to the non-requested portion of that agency's annual allocation?

Answer #3: All funds not spent in a current year will carry forward. It is our desire to insure that all eligible providers receive as much funding as possible so in the event that we are authorized to provide roll forward funds all unexpended funds will be included in that allocation.

Question #4: Can the enrollment target be adjusted higher after year 1?

Answer #4: No. Eligible providers will set a target for each year of the entire three year grant cycle, based on the total enrollments on the Form 1-D.

Question #5: Should the determined amount of funds for CareerSource come out of the lead organization's 5 percent in-direct/admin costs? Should it be a separate line item in the 101S form, coming out of direct funds?

Answer #5: Administrative costs are capped at 5% of your grant amount. Infrastructure costs are administrative costs. The eligible provider will contribute its proportionate share of local infrastructure costs based on proportionate use of the one-stop center, and the relative benefit received by the grant. This contribution to the one-stop center of infrastructure costs may be paid in in-kind contributions or from non-federal funds. Yes, the One-Stop infrastructure Cost should be on a separate line item in the 101S form, if grant funds are used. At the end of each grant, the One-Stop infrastructure amount, must be reported on the final FLDOE Project Disbursement Report (DOE 499) form.

Question #6: How closely correlated will the state employment performance targets be to Local County and region unemployment rates, given that the rates are very different around the state?

Answer #6: FLDOE will negotiate the performance targets with Office of Career Technical and Adult Education (OCTAE). These performance targets will be phased in over time, and OCTAE is several years away from negotiation for those performance targets measures.

It does not look at regional unemployment data. It will be calculated based on the employment status of individual participants reported to FLDOE.

Question #7: The adult education personnel chart shown on page 27 of the RFP lists Adult Education Certification. Does the state offer a specific teacher certification for adult education?

Answer #7: As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs. The FDOE does not issue state licensure for teachers of adult education.

Question #8: We learned in the webinar today that we can include any student that is 16 years of age and is legally separated from the K-12 system in the grant proposal. Does this include students being served in our on-campus ABE/GED programs?

Answer #8: The AEFLA law is very clear in terms of the student participants that may be served. These are individuals who are 16 years of age and have legally separated from the school system and basic skills deficient. With respect to out-of-school youth who are being served through another WIOA program, if the individuals are 16 years of age and older who have legally separated from the K-12 system, then they would be eligible for services under this grant. If these individuals have not legally separated, then they would not be eligible for services under this AEFLA program.

Question #9: If we include our ESL Levels 1 – 6 on the 1-D Adult General Education Enrollment and Performance Form, 2017-18, can we also use the same numbers/people when we complete the 1-D Integrated English Literacy (I-ELCE) Enrollment and Performance Form, 2017-18?

Answer #9: Yes. If you are applying for both, you would have the same numbers for these fields on the 1-D Enrollment and Performance Form.

Question #10: There are numerous models of IET to include a cluster model where students are provided ABE/GED/ESL instruction and then work individually or in groups on vocational-

specific materials which could result in occupational credentials. This model works well in small programs where there is not enough of a cohort to have an IBest model. Must grant applicants use the FICAPS model which enrolls students simultaneously in adult education and CTE certificate programs?

Answer #10: The IET delivery method is optional. IET provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. IET in Florida is known as FICAPS (Florida's Integrated Career and Academic Preparation System) and is strictly operationalized/defined in Florida's WIOA Unified Plan as simultaneous enrollment in adult education (GED and ELCATE) and a career and technical education certificate program offered by a school district or state college.

The IET method may not be appropriate for all AE providers in which case a more contextualized approach would be most appropriate. A contextualized delivery model integrates reading, mathematics and language skills with occupational content. Again the method may be appropriate depending on the literacy skill level of students being served and postsecondary/occupational goals of students.

Question #11: How do we learn if there is another agency within our area that would require the grant to be shared?

Answer #11: The prioritized funding list will be posted.

Question #12: If a student is enrolled in both ABE and ESOL with an ABE function level of 3 and ESOL function level of 6, which function level is used for initial function level? And, similarly, with an ESOL function level of 4 and ABE function level 4, which will be used as the initial function level?

Answer #12: ESOL is considered to be a lower functioning level than ABE. A student who is enrolled in both programs will appear in the ESOL cohorts for the NRS reports.

Question #13: We have had some difficulties pulling data for the 15-16 school year, specifically enrollment per function level, NRS Table 4. Where can we find this data?

Answer #13: There are currently no available DOE reports which show enrollment by functioning level. The only report available which includes functioning level are the NRS reports, which are located on the Department's secure Sharepoint site.

Question #14: The state performance target is based upon ABE Level 1 through 5. The Form 1-D includes a total for ABE that includes ABE Level 6. Should Form 1-D be completed without entering data for ABE Level 6?

Answer #14: Columns B and C should be completed for all of the levels that your agency offers. Forms 1-D for Adult General Education and Corrections Education were updated on April 26, 2017. This version of the form calculates the performance rate in Column D/Row 7 for ABE Levels 1 through 5 only. If your agency has already accessed Form 1-D prior to the re-posting, you must download and use the updated form for your proposal.

Question #15: In the RFP there is a requirement that all MOUs with the LWDB must include the following statement: "The duly authorized agent of the recipient agrees to satisfy the

requirements of 34 CFR 361.505 and 34 CFR 361.720". However, the Career Source Board in my area will not be able to complete the revision/update to our joint MOU before the application due date of May 26, 2017. What should I do?

Answer #15: As stated in the RFP, the statement reference above must be included in the final MOU. On page 13, it indicates: **A copy of the agreement(s) MUST be provided to FLDOE prior to the issuance of the grant award notification.** Therefore, an eligible provider may submit a RFP response on or before the due date of May 26, 2017 and follow-up with the official executed MOU at a later date.

Corrections Education

Question #16: If I am focusing on Workforce Preparation Activities and of course focusing on basic education skills, I wanted to clarify if I still needed to do a formal pre/post assessment such as the TABE. I am reading further and not sure if I need that type of assessment to be included in this type of program.

Answer #16: Yes. Standardized assessment of student progress is essential to ensure that all adult learners become proficient in literacy and language skills. To ensure accuracy and consistency, programs must use standardized assessments that are valid and reliable and approved by the USDOE and FDOE. It is critical that applicants understand the Florida assessment policy guidelines for the selection and usage of appropriate student assessment and procedures for the following:

- Accurate student placement into appropriate program and instructional level
- Diagnostic information to guide instruction
- Pre- and post-testing to monitor progress toward goals
- Verification of level and program completion

For more detail on approved NRS and Florida assessment instruments and how they should be used, see the Assessment Technical Assistance Paper posted at:

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>.