

# FLORIDA DEPARTMENT OF EDUCATION (FDOE)

2024-2025 Consolidated Request for Application (RFA)

Discretionary Non-Competitive

\*Revised 6/10/24 – Corrections Education Allocation Updated

Bureau / Office

Division of Career and Adult Education

TAPS Number

TAPS# 25B021 – Corrections Education

TAPS# 25B022 – Adult General Education

TAPS# 25B023 – Integrated English Literacy and Civics Education

Program Names

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

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

Total Funding Amount

Estimated FY 2024-2025 Funding Available

* $3,300,000 Corrections Education (TAPS# 25B021)\*
* $33,904,763 Adult General Education (TAPS# 25B022)
* $8,624,832 Integrated English Literacy and Civics Education (TAPS# 25B023)

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, 2024 through June 30, 2025 (Year-two 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

4/19/2024

**The due date refers to the date of receipt in the Office of Grants Management. Continuation grant application MUST be submitted via Office of Grant Management (OGM) ShareFile system. Direct Mail, Facsimile and E-mail submissions are not acceptable.**

**For Federal programs, application submitted after June 30, 2024, the project effective date will be the date that the application is received within the Office of Grants Management, meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

Matching Requirement

None

Contact Persons

|  |
| --- |
| **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 |
| **Erica Bush**Erica.Bush@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 | CharlotteCollierMiami-DadeGladesHendryLee | MonroeCollege of Florida Keys Florida Southwestern State CollegeMiami Dade College |

* Grants Management Contact: Jasolin Wiggins, Jasolin.Wiggins@fldoe.org
* Comptroller Contact: Rowena Ford, 850-245-0671, Rowena.Ford@fldoe.org
* IET Program Contact: Cathy O’Neil, 850-245-0664, Catherine.O’Neil@fldoe.org

**Contact Information**

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

Carol Bruner Paula Starling

Director of Program Implementation Director, Office of Grants Management

(850) 245-9906 (850) 245-0711

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

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

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

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

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

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

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

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

Risk Analysis

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, 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 financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found using the following link:

<https://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 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](https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml)) and the [General Assurances for Participation in Federal and State Programs](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

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

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

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

**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 state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

**Unallowable Expenses**

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 the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department 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 an all-inclusive list** of unallowable items. Sub-recipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Proposal preparation including the costs to develop, prepare or write the proposal
* Pre-award costs
* Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
* Meals, refreshments or snacks
* End-of-year celebrations, parties or socials
* Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
* Out-of-state travel without FDOE pre-approval
* Overnight field trips (e.g., retreats, lock-ins)
* Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
* Gift cards
* Decorations
* Advertisement
* Promotional or marketing items (e.g., flags, banners)
* Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
* Land acquisition
* 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](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)

 [Administration Regulations (EDGAR)](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html) and the [Reference Guide for State Expenditures](https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/reference-guide-for-state-expenditures.pdf).

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. Failure to meet the performance measures will result in additional reporting, a program improvement plan, participation in training, and/or decrease in funding commensurate to amount approved. The exact amount for each deliverable will be determined upon program and budget review and identified in the final project award. 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.

Equipment Purchases

**Federal Requirement**

Any equipment purchased under this program must follow the Uniform Grants Guidance, found at <http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>, or the Reference Guide for State Expenditures, at <https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf>.

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

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the *Green Book* at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken, and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of $5,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records — Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

In accordance with UGG, Section 200.302 (b) (4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”

In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items $1,000 to $4,999. Items over $5,000 must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure the Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $5,000 or more on the DOE 101S Budget Narrative Form and on the Projected Equipment Purchases Form (applicant may use this form or another format that contains the information appearing on this form).

**Division of Career and Adult Education Fiscal Reporting by Service Area Requirement**

**Collectives Only**

To ensure funding is spent in service of adult learners in each geographic area applied for and covered by a collective, additional documentation will be required and released separately, after the Consolidated RFA awards are granted.

Administrative Costs including Indirect CostsChapter 1010.06 F.S. Indirect cost limitation - State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

In accordance with AEFLA, Section 233 (a-b):

a. *In General*. —Subject to subsection (b), of the amount that is made available under this title to an eligible provider –

1. not less than 95 percent shall be expended for carrying out adult education and literacy activities; and

2. the remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development and the activities described in paragraphs (3) and (5) of section 232.8

b. *Special Rule*. – In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible state agency in order to determine an adequate level of funds to be used for non-instructional purposes.

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

**School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education 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 the Florida Department of Education’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**

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 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 $25,000 and for items of equipment, alterations, renovations and flow-through funds (“pass through” to another entity) on programs issued by the department. This rate is intended to be all-inclusive 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, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

**Local Administrative Costs (34 CFR, 463.26)**

An eligible provider receiving a grant or contract may consider costs incurred in connection with the following activities to be administrative costs (34 CFR, 463.26):

* planning;
* administration, including carrying out performance accountability requirement;
* professional development;
* providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
* carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Examples include: project coordinator salary and benefits; fiscal salary and benefits; clerical and data entry salaries and benefits; facilities, including rent, custodial or security services, travel, equipment, and supplies for administrators; and indirect cost.

All staff positions not directly involved in the direct instructional activities of students are considered administrative.

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 that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at:

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

State of Florida, Executive Order 20-44

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

<https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf>

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs*.* For details, refer to:<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Support for Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan, outlined at: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

**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 2024-25 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 two (2) 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 two (2) 2024-2025 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 2024-2025 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.

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 2024-2025 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. Separate IET programs are required for AGE, Corrections Education, and IELCE programs.
2. AGE and IELCE funds may be used to support Family Literacy (Two-Generation) activities.
3. **Update the Budget.** Submit a 2024-2025 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
1. IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)
* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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. IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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. IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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
1. IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)
* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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 2-4 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.IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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 2-4 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. IET Program of Study Template(s) completed for any NEW IET Programs requiring review and approval by FDOE (Word)* File Naming Convention:
* 999\_Agency Name\_IET Program\_AEFLA.doc.
* Replace the number “999” with your agency grant number

4. 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 2-4 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 2-4 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 timeframe 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.

**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 close equity and achievement gaps. This strategic vision will require a combination of new innovations and the support of thousands of individuals both inside and outside Florida’s Adult Education and WIOA workforce development 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 outcomes and seeks to eliminate equity gaps.

***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 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 rehab, 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 will align 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 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 service approach.
2. Describe how the three-year plan will develop partnerships and implement 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 service approach and the process used to have employers validate workplace skills.
5. Complete the following:
* **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
* **Integrated Education and Training Program of Study Template** – See Appendix C. If an IET Program is not currently approved by the FDOE, a new IET Program of Study must be completed and submitted in the grant application for each new IET program offered. Again, 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. Students do not have to enroll in an IET program but must be provided the opportunity. 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 eliminate equity gaps and achievement gaps in the community.**

**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 will offer 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 2024-2025 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 will assess students’ educational needs, support services and accommodations and how will providers or partners deliver those services; and
12. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.

**G. Technology and Online Learning**

1. Describe how the program will integrate the use of technology into class instruction including

the following:

1. how the instructor will use technology as a classroom tool;
2. how students will use 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;
3. how digital literacy skills are integrated into workforce preparation and IET programs;
4. Describe how distance education will be made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:
5. The synchronous, asynchronous, and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
6. How these options may lead to improved student performance.
7. How post-testing procedures will be adapted to ensure distance learners meet the state’s expectation for each program to post-test 70% of enrolled participants.
8. The kind of information and data to be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.
9. **Instructional Personnel and Professional Development**
10. 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.
11. 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.
12. Describe the agency’s minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.
13. 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 2024-2025 performance levels, especially with respect to eligible individuals who have low levels of literacy.

|  |
| --- |
| **2024-25 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 TBDABE %: TBDESL %: TBD |
| * 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** | TBD |
| **Employment – 4th Quarter After Exit** | TBD |
| **Median Earnings** | TBD |
| **Credential Attainment** | TBD |

**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 gaps 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**

Eligible agencies must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to [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. Describe the need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during year one of the three-year plan. Provide an overview of the partners’ ability to provide two-generation services. Include information regarding:
	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. Complete the **IET Program of Study Template** (Appendix C) for each new IET program to be offered. This form MUST be submitted with the grant application. AEFLA funds may only be used to support IET programs that are prior approved by FDOE. IET programs previously approved by FDOE are not required to be submitted with this grant application.
4. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.
5. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).
6. 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: Integrated Education and Training Program of Study Template

Appendix D: DOE 100A, Project Application Form for AGE, TAPS# 25B022

Appendix E: DOE 100A, Project Application Form for IELCE, TAPS# 25B023

Appendix F: DOE 100A, Project Application Form for Corrections, TAPS# 25B021

Appendix G: Application Review Criteria and Checklist

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

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| **Adult Education and Family Literacy** **Adult General Education (AGE)** |
| **Funding List FY 2024-2025****TAPS# 25B022** |
| **Agency** | **Count(ies) Served** | **Amount Recommended** |
| Baker County School District | Baker | $93,407  |
| Bay County School District | Bay |  $282,024  |
| Bradford County School District | Bradford |  $101,681  |
| Brevard County School District | Brevard |  $609,012  |
| Broward College | Broward |  $263,390  |
| Broward County School District | Broward |  $2,381,610  |
| Charlotte County School District | Charlotte |  $226,464  |
| Citrus County School District | Citrus |  $227,316  |
| Clay County School District | Clay |  $270,119  |
| College of Central Florida | Levy, Gilchrist | $163,547  |
| Collier County School District | Collier |  $594,571  |
| Columbia County School District | Columbia |  $151,173  |
| Daytona State College | Volusia |  $704,311  |
| DeSoto County School District | DeSoto |  $160,124  |
| Escambia County School District | Escambia |  $189,856  |
| Flagler County School District | Flagler |  $123,869  |
| Florida Gateway College | Dixie |  $75,631  |
| Florida State College of Jacksonville | Duval |  $1,326,396  |
| Gadsden County School District | Gadsden |  $122,864  |
| Hardee County School District | Hardee |  $76,792  |
| Hendry County School District | Hendry |  $194,673  |
| Hernando County School District | Hernando |  $292,804  |
| Hillsborough County School District | Hillsborough |  $2,271,159  |
| Indian River County School District | Indian River |  $156,544  |
| Indian River State College | Indian River, Martin, Okeechobee, Saint Lucie |  $1,019,910  |
| Jackson County School District | Calhoun, Holmes, Jackson |  $298,825  |
| Jefferson County School District | Jefferson |  $60,889  |
| Lake County School District | Lake |  $505,365  |
| Lee County School District | Lee |  $1,112,432  |
| Leon County School District | Leon |  $263,529  |
| Liberty County School District | Liberty | $58,507  |
| Literacy Alliance Northeast Florida | Clay, Duval, Saint Johns |  $347,813  |
| Manatee County School District | Manatee |  $617,662  |
| Marion County School District | Marion |  $609,539  |
| **Agency** | **Count(ies) Served** | **Amount Recommended** |
| Martin County School District | Martin |  $188,719  |
| Miami-Dade College | Miami-Dade |  $2,559,328  |
| Miami-Dade County School District | Miami-Dade |  $3,577,655  |
| Monroe County School District | Monroe |  $125,198  |
| Nassau County School District | Nassau |  $121,463  |
| Okaloosa County School District | Okaloosa |  $248,001  |
| Orange County School District | Orange |  $1,920,603  |
| Osceola County School District | Osceola |  $631,853  |
| Palm Beach County School District | Palm Beach |  $2,500,317  |
| Pasco County School District | Pasco |  $720,181  |
| Pinellas County School District | Pinellas |  $1,088,664  |
| Polk County School District | Polk |  $1,402,816  |
| Santa Fe College | Alachua |  $260,662  |
| Santa Rosa County School District | Santa Rosa |  $223,767  |
| Sarasota County School District | Sarasota |  $348,200  |
| Seminole State College | Seminole |  $360,460  |
| South Florida State College | Hardee, Highlands |  $252,531  |
| Saint Johns County School District | Saint Johns |  $209,596  |
| Saint Johns River State College | Putnam |  $207,434  |
| Sumter County School District | Sumter |  $176,019  |
| Suwannee County School District | Suwannee |  $134,400  |
| Tallahassee Community College | Gadsden, Leon |  $266,557  |
| Taylor County School District | Taylor |  $87,941  |
| Union County School District | Union |  $88,067  |
| Wakulla County School District | Wakulla |  $33,898  |
| Walton County School District | Walton |  $122,992  |
| Washington County School District | Washington |  $93,633  |
| **TOTAL** | **$33,904,763** |

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| **Adult Education and Family Literacy****Integrated English Literacy and Civics Education (IELCE)** |
| **2024-2025 Allocations****TAPS# 25B023** |
| **Agency** | **County(ies) Served** | **Recommended Allocation** |
| Brevard County School District | Brevard | $ 55,819 |
| Broward County School District | Broward | $ 834,902 |
| Charlotte County School District | Charlotte | $ 36,385 |
| Citrus County School District | Citrus | $ 25,820 |
| Clay County School District | Clay | $ 31,625 |
| College of Central Florida | Gilchrist, Levy | $24,782 |
| Collier County School District | Collier | $ 222,903 |
| Daytona State College | Volusia | $ 55,495 |
| Desoto County School District | DeSoto | $ 36,070 |
| Flagler County School District | Flagler | $ 29,054 |
| Florida State College of Jacksonville | Duval | $ 181,575 |
| Gadsden County School District | Gadsden | $ 4,826 |
| Hendry County School District | Hendry | $ 56,514 |
| Hernando County School District | Hernando | $ 29,749 |
| Hillsborough County School District | Hillsborough | $ 599,257 |
| Indian River County School District | Indian River | $ 7,462 |
| Indian River State College | Indian River, Martin, Okeechobee, Saint Lucie | $181,691 |
| Jackson County School District | Jackson, Calhoun, Holmes | $ 24,810 |
| Lake County School District | Lake | $ 76,068 |
| Lee County School District | Lee | $ 303,623 |
| Leon County School District | Leon | $ 31,597 |
| Literacy Alliance Northeast Florida | Clay, Duval, Saint Johns | $35,339 |
| Manatee County School District | Manatee | $ 95,206 |
| Marion County School District | Marion | $ 56,579 |
| Miami-Dade College | Miami-Dade | $ 716,202 |
| Miami-Dade County School District | Miami-Dade | $ 2,428,368 |
| Monroe County School District | Monroe | $ 51,537 |
| Orange County School District | Orange | $ 684,342 |
| Osceola County School District | Osceola | $ 241,948 |
| Palm Beach County School District | Palm Beach | $ 705,685 |
| Pinellas County School District | Pinellas | $ 138,791 |
| Polk County School District | Polk | $ 232,152 |
| Saint Johns County School District | Saint Johns | $ 10,824 |
| Santa Fe College | Alachua | $ 37,219 |
| Santa Rosa County School District | Santa Rosa | $ 27,896 |
| Sarasota County School District | Sarasota | $ 67,477 |
| Seminole State College | Seminole | $ 93,760 |
| South Florida State College | Hardee, Highlands | $ 69,674 |
| Sumter County School District | Sumter | $ 29,230 |
| Suwannee County School District | Suwannee | $ 26,469 |
| Tallahassee Community College | Gadsden, Leon | $26,107 |
| **TOTAL** | **$8,624,832** |
| **Adult Education and Family LiteracyCorrections Education** |
| **Funding List FY 2023-24TAPS# 25B021** |
| **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 | $1,500,000.00\*  |
| **TOTAL** | **$2,800,000** |

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

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

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| --- |
| 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 2024-2025 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:** **Integrated Education and Training Program of Study Template**

|  |  |  |
| --- | --- | --- |
| **IET Contact Name** | **Email Address** | **Agency Name***(District/ Technical College/FCS Institution)* |
|  |  |  |

**Integrated Education and Training (IET):** An eligible provider’s activities provide learning in context through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(es).

**Step 1.** Identify the credentials of value a student may earn by participating in the IET Program.

Approved credentials of value include:

* Industry certifications located on the [Master Credential List](https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/) or the [Perkins Recognized Postsecondary Credential List](https://www.fldoe.org/academics/career-adult-edu/perkins/AccountabilityMeasures.stml).
	+ Industry certifications not on either list *may* be approved; however will not count toward the calculation of measurable skill gains (MSG).
* [Postsecondary courses](https://flscns.fldoe.org/):
	+ IET students must be fully enrolled in a postsecondary program of at least 360 clock hours/12 credit hours to be eligible for the postsecondary transcript/credit MSG.
	+ Full postsecondary program enrollment is not required; however, it is the only way to the earn related MSG. If the IET program offers postsecondary courses with no program enrollment, please still list the course(s) information below.

*\*Please refer to* [*Florida’s IET Data Reporting Guide*](https://www.fldoe.org/core/fileparse.php/7522/urlt/IET-Data-Reporting-Guide.pdf) *for details on which credentials may be used toward the calculation of MSGs.*

|  |
| --- |
| **Identify Industry Certifications** |
| **Industry Certification Name(s)** |  |
| **Certification Code(s)** |  |

*\*Must be an industry certification on the* ***Master Credential List*** *or the* ***Perkins Recognized Postsecondary Credential List*** *to count toward an industry certification MSG.*

|  |
| --- |
| **Identify Postsecondary Program & Courses** |
| [**\*SCNS Course Code(s) & Course Name(s),**](https://flscns.fldoe.org/) **& Course Length)***Ex: HSC0003, Basic Healthcare Worker OCP A (90 clock hours).* |  |
| **Are IET students fully enrolled in a postsecondary program?***Yes/No* |  |
| **Postsecondary Program Name** *(if ‘yes’ to full program enrollment)* |  |
| **Postsecondary Program/CIP number** *(if ‘yes’ to full program enrollment)* |  |
| **Is the program at least 360 clock hours or 12 credit hours in length?***Yes/No (if ‘yes’ to full program enrollment)* |  |

*\* Please provide this information even if the course(s) is not associated with full program enrollment or if the course is associated with a program that does not meet the 360 clock/12 credit hour MSG threshold.*

**Step 2.** Identify a brief description of the program including the area(s) of focus, instructional model, the expected number of Step students to be enrolled in each program type, and the number of weeks and hours per week that instruction will be provided.

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| --- |
| **IET Program Type Description** |
| **IET Program Name***(IET Program Name = [Agency Name] + [CTE program focus] + [Adult Education Grant Funding Stream (AGE or IELCE)]). Ex: Clay County Nursing Assistant AGE* |  |
| **Brief Description of the IET Program Offered** |  |
| [**Career Cluster**](https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/) |  |
| **Instructional model description***(Fully integrated, partially integrated, one instructor, or community partner.**See* [*Implementation Guide for IET*](https://www.fldoe.org/core/fileparse.php/7522/urlt/FL-IntegratedEduTrainingGuide.pdf) *model descriptions.)* |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding Stream** | **Program Type** | **Expected # of Students to be Served** | **# of Weeks** | **Hours per Week** |
| **AGE** | **Adult Basic Education** |  |  |  |
| **GED® Preparation** |  |  |  |
| **Academic Skills Building** |  |  |  |
| **English Language Acquisition** |  |  |  |
| **IELCE** | **Integrated English Literacy and Civics Education (IELCE-Sec. 243) \*** |  |  |  |

*\*Note. If you are applying for IELCE (Sec. 243), you must include English Language Proficiency (ELP) standards from the curriculum frameworks in Step 2.*

**Step 3.** Define the three IET Components and map out Adult Education Academic and Literacy Activities, Workforce Preparation Activities, Workplace Training Activities.

**Adult Education Curriculum Frameworks can be found here:** [**http://www.fldoe.org/academics/career-adult-edu/adult-edu.**](http://www.fldoe.org/academics/career-adult-edu/adult-edu)

|  |
| --- |
| **Integrated Education and Training (IET)**“…a service approach that provides (1) **adult education and literacy activities *concurrently*** and ***contextually*** with (2) **workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”(*34 CFR 463.35*) |
| **Adult Education Academic and Literacy Activities****\***[**Must include frameworks/standards**](https://www.fldoe.org/academics/career-adult-edu/adult-edu/2022-2023-adult-edu-curriculum-framewo.stml)“…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f)integrated English literacy and civics education, (g)workforce preparation activities, or (h) integrated education and training.” (34CFR 463.30) |  |
| **Workforce Preparation Activities****(See** [**Employability Skills Standards**](https://www.fldoe.org/academics/career-adult-edu/adult-edu/2022-2023-adult-edu-curriculum-framewo.stml)**)**“…include activities, programs, or services designed to help anindividual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self- management skills, including competencies in:(a)utilizing resources; (b) using information; (c) working with others;(d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual’s preparation for the workforce.” (34 CFR 463.34) |  |
| **Workforce Training Activities****(See** [**CTE Curriculum Frameworks**](https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2022-23-frameworks/)**)**“may include (i) occupational skill training…; (ii) on-the-job training; (iii) incumbent worker training…;(iv) programs that combine workplace training with related instruction…; (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs…;1. job readiness training provided in combination with services…(i) through (viii);
2. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
3. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” WIOA Section 134(c)(3)(D)
 |  |

**Step 4.** Provide a description of the single set(s) of learning objectives that will guide instruction. Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (**1**) Adult Education frameworks/standards for academic and literacy activities, the (**2**) workforce preparation activities, and (**3**) workforce training skills incorporated to create a shared learning objectives list for the unit. Provide specific action steps and a timeline.

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| **Include the single set of learning objectives that will be used to complete the IET program. Single set of learning objectives *should* combine Adult Education Academic and Literacy Activities, Workforce Preparation Activities, and Workforce Training Activities.** |
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**Step 5.** Identify all possible MSG targets for this IET program by checking the boxes below.

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| **MSG Targets** |
|  | **Educational Functioning Level Gain** |
|  | **Secondary school diploma or equivalent attainment** |
|  | **Postsecondary transcript/credits** *(at least 360 clock hours or 12 credit hours)* |
|  | **Progress Toward Milestone:** pre-apprenticeship program completion |
|  | **Passing a technical or occupational knowledge-based exam:** industry certifications *(on approved lists in Step 1)* |

**Appendix D:** DOE 100A, Project Application Form for AGE, TAPS# 25B022

Florida Department of Education

**Project Application**

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| **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 2024-2025****TAPS# 25B022****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: | UID number:FEIN number: |
| **CERTIFICATION** |
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| 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 |
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| **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 Identified (UID), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UID 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.**
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**Appendix E:** DOE 100A, Project Application Form for IELCE, TAPS# 25B023

Florida Department of Education

**Project Application**

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| **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 2024-2025****TAPS# 25B023****Integrated English Literacy and Civics Education** | ***DOE USE ONLY***Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
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|
| **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: | UID number:FEIN number: |
| **CERTIFICATION** |
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| 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 |
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| **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 Identified (UID), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UID 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.**
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**Appendix F:** DOE 100A, Project Application Form for Corrections, TAPS# 25B021

Florida Department of Education

**Project Application**

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| **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 2024-2025****TAPS# 25B021****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: | UID number:FEIN number: |
| **CERTIFICATION** |
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| 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 |
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| **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 Identified (UID), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UID 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.**
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**Appendix G: 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 4/15/2024.**

**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 |  |

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|  | **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* |  |
| **File Two**: submit WORD file |  Integrated Education and Training Program of Study Template |  |

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|  | **Consolidated Grant Workbook** |  |
| **File Three:** 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* |  |