2021-2022 Adult Education and Family Literacy Education Act

Guided Journey through Priority 4 Narrative

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Webinar Logistics

- All participants will be muted for the duration of the webinar.
- All webcams are disabled for the duration of the webinar.
- How to submit questions during the webinar?
  - You may submit questions during the presentation through the webinar question and answer (Q&A) feature.
  - The Q&A will be utilized for questions throughout the presentation.

Note about Questions

- Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.

- Contact for questions on the submission of RFP, Mallory.Martinez@fldoe.org.

2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

Consolidated – Grant Application
- Adult General Education (AGE) – Sec. 231
- Integrated English Literacy and Civics Education (IELCE) – Sec. 243

Individual – Grant Application
- Corrections Education (CE) – Sec. 225

Go to: www.fldoe.org/WIOAGrants

Due June 30, 2021

Agenda

- Welcome and Introduction
- Priority 4 RFP Narrative Review
  - Part K
  - Part L
  - Required Tables Excel Workbook
- Questions

Application Points for Priority 4 (25 points total)

Part	Points
K 3 Narrative Prompts 2 Excel tabs in Workbooks	10
L 4 Narrative Prompts	15

Narrative Prompts Part K: Performance Outcomes

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K.1 Describe how the grant application two-year plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

- Use this response to set the stage for agency's approach to evaluation and reporting
- Components of a Quality Response Include:
  - An overview of your plan for:
    - Evaluating performance of students in your program
    - Assessing gains in performance through pre- and post-testing
    - Providing career pathway planning and transition services for students exiting your program into postsecondary education and the workforce
    - Understand of data submission and reporting requirements and ability to submit data in in the required timelines and formats

- *NOTE: Detailed information on local management systems and specific data collection will be provided in the following narrative responses. This response should be used to demonstrate an effective evaluation and reporting plan.*

- *If funds from both AGE and IELCE are requested,*

  For K1 response, it is recommended that you create a sub-heading with narrative that addresses each source. This will help the evaluator identify the response that should be scored for this question based upon the application type.

  AGE (section 231) response
  Full narrative

  IELCE (section 243) response
  Full narrative

K.2 Describe how the eligible provider will adequately achieve the need for services of enrollees functioning at lower levels (such as ABE levels 1, 2, and 3 and ESL levels 1, 2, 3).

- Resources in Implementation Guide
  - For description of ABE levels 1-3 and ESL levels 1-3, go to Page 66 for ABE and Page 69 for ESL.

AGE Educational Functioning Level Descriptors

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
ABE Level 1 Student has tested in the grade level range of 0-1.9.	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
ABE Level 2 Student has tested in the grade level range of 2-3.9.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three-digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

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- Components of a Quality Response Include:
  - Description of the current instruction available to students at these functioning levels in your adult education programs and planned delivery of instruction to students at these initial functioning levels during your two-year plan.
  - Overview of the planned delivery of instruction should account for:
    - how the program is actively recruiting to serve this population of learners;
    - the anticipated supports and services that will be made available to retain and advance students;
    - anticipated instructional strategies that be differ from strategies used for higher functioning levels.
  - Overview of your assessment plan to ensure student progress is being monitored and gains are being achieved.

  *If agency's programs do not include delivery of English as a Second Language instruction, the response should note that.

- ***If funds from both AGE and IELCE are requested,***

  For K2 response, it is recommended that you create a sub-heading with narrative that addresses each source. This will help the evaluator identify the response that should be scored for this question based upon the application type.

  ### *AGE (section 231) response*

  Full narrative

  ### **IELCE (section 243) response**

  Full narrative

K.3 Describe the eligible providers' past effectiveness in meeting the needs of the target population(s). If new to AEFLA funding, describe the program past effectiveness with serving adult students.

- Components of a Quality Response Include:
  - a narrative summary of the information provide in K4 on the performance outcomes in the Demonstrated Effectiveness tables
  - If available, any additional performance information on instructional and transition outcomes for adult learners in your programs
  - *NOTE: The response does not have to be limited to the information provided in the Demonstrated Effectiveness tables.*

- *Reminder about* **Eligible Individuals**: *refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school in Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners*

- Note about the Corrections application:
  - Focus your response on your agency's overall effectiveness and provide specific information on services for individuals in correctional settings

- ***If funds from both AGE and IELCE are requested,***

  For K3 response, it is recommended that you create a sub-heading with narrative that addresses each source. This will help the evaluator identify the response that should be scored for this question based upon the application type.

  AGE response

  Full narrative

  IELCE response

  Full narrative

K.4 Completion of Two Charts in the Excel Workbook
a. Adult Education Demonstrated Effectiveness Table
b. Enrollment and Performance Chart

- Adult Education Demonstrated Effectiveness Table
  - This table was discussed in detail during the May 24 webinar.
  - Please review PowerPoint and recording training at the following link, when it is posted:
    - https://www.aceoffloridafoundation.org/training-workshops/
- Enrollment and Performance Table
  - It is important to submit accurate information in this table on historical enrollment as well as projected enrollments.
  - If more than one eligible provider is recommended for funding, the enrollment information will inform the distribution of funds among awarded agencies

Completing the Enrollment and Performance Chart

- Specific Guidance for the completion of this table is provided in the Implementation Guide (**see pages 43-44**)
  - https://www.fldoe.org/core/fileparse.php/7515/urlt/ImplementationGuide.pdf

Completing the Enrollment and Performance Chart

- Enrollment reported on this table **must be limited to the geographic area (County) in which enrollment occurred or will occur**.
  - For example, if a Florida College System institution has adult education enrollment in multiple counties, the information reported on this table may not include total adult education enrollment at the institution and must only reflect enrollment in the geographic area for which funds are being requested.

Enrollment and Performance Summary

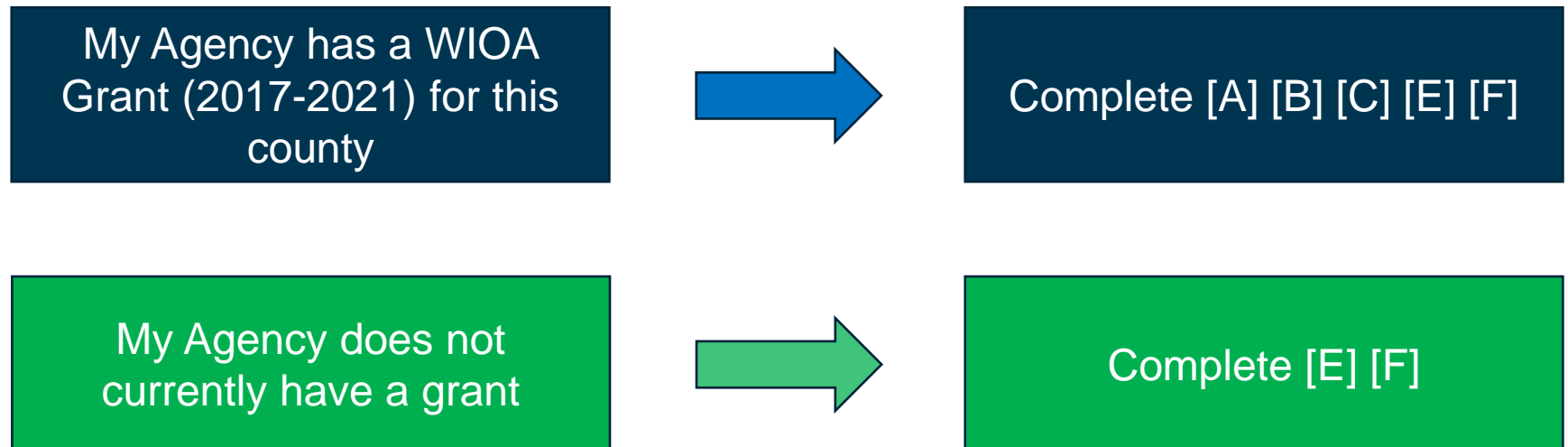*Only provide enrollment for county served.*

PROVIDER INFORMATION

County Served		Ise dropdown menu to select county
Provider Name		
Application Type		Use dropdown menu to select type

Measurable Skills Gains (MSG) Target (21-22)	
ABE	25%
ESL	27%

		[A]	[B]	[C]	[D]	[E]	[F]	[G]
		ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT		PROJECTED MINIMUM (auto-populated)
	Educational Functioning Level (EFL)	2018-19	2019-20	2020-21		2021-22 Enrollment Target	2022-23 Enrollment Target	2021-22 MSG Min. Target

Complete Provider Information at the top of the page
1. County Served using dropdown
2. Enter provider name (same as would appear on the DOE100
3. Application type using dropdown

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		[A]	[B]	[C]	[D]	[E]	[F]	[G]
		ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT		PROJECTED MINIMUM (auto-populated)
	Educational Functioning Level (EFL)	2018-19	2019-20	2020-21		2021-22 Enrollment Target	2022-23 Enrollment Target	2021-22 MSG Min. Target

My Agency has a WIOA Grant (2017-2021) for this county ➡ Complete [A] [B] [C] [E] [F]

My Agency does not currently have a grant ➡ Complete [E] [F]

NOTE: Columns [D] and [G] are formulas in locked cells

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Notes for **Previously Funded Agencies** on Completing the Enrollment and Performance Chart

- Current providers with NRS outcome reports available and who only serve the county for which funds are being requested should use NRS Table 1 information for completion of the enrollment information for 2018-19 and 2019-20.

- Enrollments by functioning level should be reported for 2020-21 using locally available information.

The data provided in this table are intended to assist in completing the Adult Education Demonstrated Effectiveness Report for Currently-funded WIOA Recipients. The data provided are sourced from the most recent edition of an agency's 2018-19 or 2019-20 NRS Tables 1 & 4.

Florida Department of Education
Division of Career and Adult Education
Demonstrated Effectiveness and Enrollment Data, 2018-19 & 2019-20

Agency:					
Agency ID:					

Educational Functioning Level (EFL)	2018-19 Enrollment	2018-19 Number of students who achieved at least one Measurable Skill Gain (MSG)	2019-20 Enrollment	2019-20 Number of students who achieved at least one Measurable Skill Gain (MSG)
ABE Level 1				
ABE Level 2				
ABE Level 3				
ABE Level 4				
ABE Level 5				
ABE Level 6				
ABE Total				
ESL Level 1				
ESL Level 2				
ESL Level 3				
ESL Level 4				
ESL Level 5				
ESL Level 6				
ESL Total				
Overall Total				

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Projecting Enrollment

- When you producing your agency projected enrollments for 2021-22 and 2022-23, you are allowed to project increases over the historical trend.
  - However, be mindful of your recent trend when setting your projections.
  - Unusual increases in the trendline may be evaluated for the Department since the information in this table will be used to inform allocations in areas where there are multiple eligible providers recommended for funding.

Notes for Not Previously Funded Agencies on Completing the <u>Enrollment and Performance Chart</u>

- Providers will need to estimate the functioning levels for their projected enrollments.

- See the implementation Guide for a description of ABE levels 1-6 and ESL levels 1-6
  - Page 66 for ABE
  - Page 69 for ESL

Sample: ABE 1-3

AGE Educational Functioning Level Descriptors

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 1 Student has tested in the grade level range of 0-1.9.	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
ABE Level 2 Student has tested in the grade level range of 2-3.9.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three-digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.
ABE Level 3 Student has tested in the grade level range of 4-5.9	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.

Sample: ESL 1-3

ESL Educational Functioning Level Descriptors

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
ESL Level 1	Individual cannot speak or understand English or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
ESL Level 3	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

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Narrative Prompts
Part L - Comprehensive Performance Monitoring

Tara Goodman

General Notes about Parts L

- These responses are not expected to vary by application type (AGE, IELCE, AGE/IELCE); therefore, separate narrative responses are not necessary.

- However, your response should indicate if your comprehensive performance monitoring system varies by program type.

L.1 Describe the agency's data management information system and practices for the following:
a. Tracking student outcomes
b. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness.
c. Monitoring program performance
d. Maintaining quality in the data
e. Data collection, security and data privacy
f. Tracking attendance records
g. Tracking student assessments (pre and post-assessments)
h. Using data for program and system improvements
l. Sharing data with expanded regional partners for strategic improvements

- Using the resources in the ***Implementation Guide***, develop an understanding of the requirements for data management and practices.

- Review the May 25th webinar on a Comprehensive Management System for a guided journey through key information and requirements.

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- This response should demonstrate that your agency has a comprehensive management system and processes that addresses items a-l in L.1.

- Components of a Quality Response Include:
  - Description of your student level data management system (example: FOCUS, Banner, Workday, locally development?)
    - Details of which instructional and administrative staff interact with the data management system to conduct the activities being described
    - Details on automated processes within the data system or use of manual procedures to complete the activity
  - Demonstration of the alignment of the local data management system with the data elements illustrated on the Student Data Summary Form and supporting resources available at http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml

Item in L2	Information that should be provided
Tracking student outcomes	Discuss and illustrate how student outcomes are logged into the data system, such as the test data and scale score demonstrating an educational functioning level gain.
Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness	Include a list of reports provided to instructors and administrative staff that guides a data-informed process for guiding students and educational programs toward needed outcomes. Details should include the frequency the report is updated, the audience the report is meant to serve, and description of the content of the data report(s).
Monitoring program performance	Describe the ways your data system supports administrative monitoring of program performance throughout the term, not just end of term reports
Maintaining quality in the data	Describe the processes and procedures in place to ensure data quality from data collection to data submission. What procedures to hold and submit quality data and outcomes?

Item in L2	Information that should be provided
Data collection, security and data privacy	Demonstration of the alignment of the local data management system with the data elements illustrated on the <u>Student Data Summary Form</u>. How is protected private information (PPI) stored and secured? Address how FERPA and data security policy informs the process of transferring hardcopy data into the local data management system.
Tracking attendance records	Describe the process of attendance keeping and how that information is transferred into the local data management system. Provide a detailed list of reports are generated for attendance tracking for instructors and staff.
Tracking student assessments (pre- and post-assessments)	Describe NRS approved assessments and the resulting scale scores are recorded into the local data management system. Provide a detailed list of reports are generated for the tracking of learning gains for instructors and staff.
Using data for program and system improvements	Illustrate the process of analyzing agency and program performance and how locally generated data combined with FDOE provided reports inform program improvement.
Sharing data with expanded regional partners for strategic improvements	Describe how regional partners inform strategic improvements for the agency. What data reports are shared with regional partners? What policies or procedures are in place to ensure FERPA compliance in the sharing of data outside the agency?

L.2 Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Describe any current limitations.

- Review the May 25th webinar on a Comprehensive Management System for a guided journey through key information and requirements in context of policy and performance expectations.

- Review the reporting windows for your sector's data reporting window and its alignment to your agency's academic calendar and local data deadlines associated with data collection and submission.

- Components of a Quality Response Include:
  - Details on the policies and procedures for identifying, documenting, and correcting errors within the data system
  - Identification of which steps in data collection and entry involve the manual entry of data from hardcopy documents
  - Designation of key personnel (such as the reports coordinator or AGE Director) or user groups (such as instructional staff or data entry staff) and their responsibilities in the process of data collection, entry, correction of errors, and the resolution of identified issues in your agency's data management system.
  - Evaluation of the agency's data management information system and related policy and procedures for limitations and opportunities for development.

L.3 Describe how data will be used:
a. for program management and program improvement
b. to measure participant outcomes
c. to evaluate learning gains and student goal achievement
d. to design IETs and two-generation approaches
e. to identify gaps and recruit partners to better support high-need priorities
f. for use beyond NRS and compliance reporting

- Using the resources in the *Implementation Guide, Appendix B*, develop an understanding of the WIOA Primary Indicators of Performance, Florida performance targets, and how agency data contributes to performance reports

- Response should adequately address all items (a-f)
- Components of a Quality Response Include:
  - Identification of locally generated reports using local data which contribute to the objectives identified above
  - Demonstrates FERPA compliance with the protection of protected personal information (PPI) and that only those with legitimate purpose have access to sensitive data
  - Describes how the active use of locally generated data reports contributes to or information the identified objectives

Item in L3	Information that should be provided
Program management and program improvement	Include a detailed list of locally generated reports that inform program management and program improvement.
Measure participant outcomes	Describe how student test scores, the earning of a LCP, and the attainment of a diploma or equivalent are entered into the local data management system. What steps in the process are programmed to take place automatically? What outcomes require manual identification and entry?
Evaluate learning gains and student goal achievement	Illustrate the resources your local data management system provides instructors to monitor student progress.
Design IETs and two-generation approaches	Describe sources used to identify occupational areas for your IET. If two generation approach is used, what data could be used to identify communities and opportunities for this instruction? Example: See Dr. Jerry Parrish's resource (https://www.flchamber.com/floridagapmap/)
Identify gaps and recruit partners to better support high-need priorities	Identify opportunities in your data system to identify access and equity issues as well as challenges to program performance.
Use beyond NRS and compliance reporting	Describe how your data system goes beyond compliance in reporting to meet larger agency needs.

L.4 Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

- Using the resources in the *Implementation Guide, Appendix B*, develop an understanding of the WIOA Primary Indicators of Performance, Florida performance targets, and how agency data contributes to performance reports

- Review the May 25th webinar on a Comprehensive Management System for a guided journey through NRS reporting and performance measures.

- Components of a Quality Response Include:
  - Assurance that the eligible provider will provide all required information for student intake and accountability reporting and has systems that support the transmission of student level information.
  - Demonstration that the agency's data systems are/can collect the required data elements included in the Student Data Summary Form (or agency equivalent) required for NRS reporting (see http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml for the Form and related guidance)
  - Illustration of how your sector's reporting calendars are integrated or aligned with the agency's calendar of operations to ensure reporting deadlines are met

How can the application demonstrate compliance with WIOA/NRS Data Collection requirements?

- Options for Demonstrating Compliance
  - Embed screenshots of student intake and other data collection forms in your application.
    - Will require some narrative to explain any exhibits included.
  - Provide a summary table of the information on the Student Data form and how you are/will be collecting/reporting this information

Example Summary Table

Student Data Summary Form	Narrative Summary
Basic Student Information – Required -Name, Address, Phone, Email, Date of Birth, Enrollment Date, Separation Date, Gender, Race, Ethnicity, SSN (if available)	
Background Data collected from the student – Youth in Foster Care, Single Parent/Pregnant, Employment Barriers, Income Status Barriers, Ex-offender, Low Income, Migrant or Seasonal Worker or Dependent, Homeless, Displaced Homemaker, On Public Assistance, Highest School Grade Completed, Location of Schooling, Employment Status	
Assessment Data – Test Name, Test Form, Test Level, Test Date, Test Score	
Program Type - ABE, Adult Secondary Education (AHS/HSED), ESOL	
Institutional Programs (If applicable) - Correctional Facility, Community Correctional Program, Other Institutional Setting	

Participants' Questions

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Submission of Questions for RFP

- As a reminder, questions should be submitted in writing and answers will be posted as specified in the RFP.
  - Contact: Mallory Martinez
  - Email: Mallory.Martinez@fldoe.org

- Location for Posting of Answers to Questions:
  - https://www.fldoe.org/WIOAGrants/

Webinar Schedule

- Go to www.fldoe.org/WIOAGrants for the schedule, registration links, and recordings for all webinars

www.FLDOE.org

Gloria Spradley-Brown, Chief
Bureau of Grants Administration and Compliance
Gloria.spradley@fldoe.org

Kathleen Taylor, Chief
DCAE Program Development Services
Kathleen.Taylor@fldoe.org