

2021-2022 Adult Education and Family Literacy Education Act

Guided Journey through
Priority 2 Narrative and
Required Tables/Forms



Priority 2

Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certification, industry-recognized credentials and degrees



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 2 RFP Narrative Review
 - Part E – Integrated Education and Training (15 Points)
 - Part F – Data Driven Credentials of Value through IET (10 Points)
 - Required IET Offering Summary File in Excel Workbook
 - Required Integrated Education and Training Program of Study Template
- Questions

Application Points for Priority 2 (25 points total)

Part	Points
E 3 Narrative Prompts a. IET Offering Summary (Excel workbook) b. Integrated Education and Training Program of Study Template	15
F 3 Narrative Prompts	10

Narrative Prompts

Part E: (15 Points)

Integrated Education and Training Program of Study



E. 1

Describe the two-year plan's efforts to recruit, screen and orient participants so that they will be successful in participating in the IET service approach.

Components of a Quality Response May Include:

- Use this response to describe efforts on recruitment, screening, and orientation of participants.
- Components of a quality response may include:
 - Identify the targeted adult education learners
 - Recruitment strategies for IET participants
 - Orientation efforts for participants in the IET program(s)
 - Promotion of IET program(s)
 - Social media
 - Local businesses
 - Advertise in publications and websites that your target audience is reading
 - Create landing pages to showcase your IET programs
 - Highlight program convenience and flexibility
 - Offer support
 - Advertise the success of your students
 - Identify partners to be included in IET service approach
- Additional information may be found in Implementation Guide, see page 19.

E. 1 Continued

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

For E1 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

E.2

Describe how the two-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) that are aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.

Components of a quality response may include:

Develop Partnerships:

- See Priority 1, Part C.2(d). You may use information located in Part C to support this section, be sure to add the additional depth needed to satisfy E.2.

Career Pathway Strategies:

- WIOA section 3(7): a combination of rigorous and high-quality education, training and other services (see next slide for complete definition)
- Expansion of access to programs
- Career pathway strategies
 - Career pathway initiatives provide a framework for advancement within the workforce system
 - An opportunity to access better jobs and help employers to meet their needs for skilled workers
- Alignment to identified local workforce needs
- Increase services to individuals with barriers to employment

E.2

Implementation of Career Pathway Strategies (Continued)

Career Pathways: WIOA Section 3(7)

CAREER PATHWAY: a combination of rigorous and high-quality education, training and other services that

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships...;
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster. [WIOA, Sec. 3(7)]

E.2 Implementation of Career Pathway Strategies (Continued)

Resources:

- The guide below is a **resource** provided to support the development of a response to E.2., it is **not a required form for submission**. A quality response may include aspects identified in the guide, located on the IET webpage.

Florida Career Pathway Development Guide

- **Title or focus of the career pathway program to be implemented**
- **Target Population:** Describe the group(s) of individuals this pathway model will target, including individuals with barriers to employment and priority of service populations.
- **Sector identification:** Describe how this career pathway aligns to the skill needs of your local/regional employers, including sector strategies and Labor Market Information (LMI).
- **Stackable education and training for recognized postsecondary credentials with labor market value:** Describe the range of education and training activities across systems, including secondary diploma or its equivalent and at least one recognized postsecondary credential.
- **Integrated Education and Training (IET):** Describe 3 IET components: adult literacy, workforce preparation, and workforce training. Include the simultaneous components organized for accelerated education and career advancement. Develop a single set of learning objectives.
- **Career services and supportive services:** Describe counseling, employability skill development, work experience, and placement and retention services for education and employment success.
- **Opportunities to enter and advance:** Describe entry/exit points, flexible scheduling/delivery model that allows for the combination of work experiences, work-based training, and other employment and education/training combinations.

E.3

Describe the relevant work-based learning opportunities that may be available through the IET service approach; and the process used to have employers validate workplace preparation activities.

Components of a Quality Response May Include:

- Work-based Learning
 - An instructional strategy that enhances classroom learning by connecting it to the workplace.
 - Work-based learning programs help employers fill positions that require specialized training and experience.
 - A quality response may include a description of the three components of work-based learning that you currently use or plan to develop:
 - Alignment of classroom and workplace learning
 - Application of academic, technical, and employability skills in a work setting
 - Support from classroom or workplace instructors
- Information from Priority 1, Part B, outlining the regional employment needs, may be used to guide or support E.3.
- Process for validation of workplace preparation activities
 - Provide a description of your validation process of workplace preparation activities, specifically on how a student participates in workplace preparation activities, in the classroom, with an employer, or both.

E.4

Complete the following:

a. IET Offering Summary form in the Adult Education Excel grant application workbook.

- A single IET Offering Summary form must be completed for the AGE/IELCE application, irrespective of the funding streams requested.
- An IET Offering Summary form must be completed for Corrections Education.
- The next slide will walk you through the steps to complete the form.

Intergrated Education and Training (IET) Offering Summary					
PROVIDER INFORMATION					
County Served				Use dropdown menu to select county	
Provider Name					
Application Type				Use dropdown menu to select type	
Only program offerings offered in the county listed above may be listed in this table.					
[A]	[B]	[C]	[D]	[E]	[F]
Program Title	Instructional Site Name	Occupational/Cluster Focus	EFL Levels to be served	IET is affiliated with the Adult Education program (section 231) (Yes/No)	IET is affiliated with IELCE program (section 243) (Yes/No)

E.4

a. Steps for Completing the Excel Workbook IET Offering Summary Form

Integrated Education and Training (IET) Offering Summary Tab

- Complete the IET Offering Summary Form in the Adult Education Excel grant application workbook. This form will summarize all planned program IET offerings for the 2021-2022 year and demonstrate the size and scope of the IET program(s).
- During the continuation 2022-2023 RFA, you will update the form to reflect IET offerings for 2022-2023.

2						
3	PROVIDER INFORMATION					
4	County Served			Use dropdown menu to select county		
5	Provider Name					
6	Application Type	AGE & IELCE		Use dropdown menu to select type		
7						
8	<i>Only program offerings offered in the county listed above may be listed in this table.</i>					
9	[A]	[B]	[C]	[D]	[E]	[F]
10	Program Title	Instructional Site Name	Occupational/Cluster Focus	EFL Levels to be served	IET is affiliated with the Adult Education program (section 231) (Yes/No)	IET is affiliated with IELCE program (section 243) (Yes/No)
11	AGE IET/CN-Assistant		CNA/Healthcare	4-5	Yes	No
12	IELCE IET/CN-Assistant		CNA/Healthcare	5-6	No	Yes
13						
14						
15						
16						
17						

E. 4

b. Integrated Education and Training Program of Study Template – the template is in the attachments section of this RFP and must be submitted with the grant application for each IET program offered.

- An IET Program of Study template must be submitted for each funding stream, sections 231, 243 and/or 225.
- Identify the Agency and County covered under the Program of Study.
 - You must complete a separate template for each county served.
- Step 1:
 - Brief Description, specify AGE, IELCE, or Corrections, then provide a brief description.
 - Area of Focus, in this section identify the area of focus. It is part of a career pathway – what step on the career pathway? What is the workforce connection?
 - Model Description, see the model types in the [Florida Integrated and Training Guide](#), page 6-8. You do not need to copy and paste the model choice from the guide into this document, provide a description of your program.

Agency and County covered under this Program of Study:

Step 1. IET Program(s) Type Description

Brief description of the IET program(s) offered.

Area of focus (occupational cluster, career pathway, workforce focus)

AGE, Description of IET program

E. 4

b. Integrated Education and Training Program of Study Template – Continued

Step 2: Required components of an IET to be identified in your Program of Study:

- All components of IET must be included:
 - Adult literacy activities
 - Workforce preparation activities
 - Workforce training activities
- Single set of learning objectives – include a sample
 - Action steps
 - Timeline
- Identify credential of value, certifications

Step 2: Shared Learning Objectives Template		
Academic and Literacy Activities Include frameworks/standards	Workplace Preparation Activities	Workforce Training Skills
Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.		
Step 4. Identify the credentials of value a student may earn by participating in an IET Program.		

Review and Approval of the IET Program of Study

- **IET Requirements:**

- Each IET Program of Study offered by an eligible provider must be submitted with each grant application: and
- AEFLA funds can only be used to support IET programs that are approved by FDOE.
- IET Program of Study forms will be reviewed during the RFP review process.
- During the continuation year (2022-2023), eligible providers will submit the required IET Program of Study form identifying an additional IET for each funding stream.

Frequently Asked Questions and Answers



Frequently Asked Question on the IET

- **Question:** My agency intends to apply for AGE funding under section 231 (consolidated application) and Corrections Education funding under section 231. Can we submit a single Program of Study form?
- **Answer:** No. Those are two separate applications. Please submit a program of study form that addresses how AGE (section 231) funds will be used to support the IET service approach. Submit a program of study form with your Corrections application that addresses how Corrections Education (section 225) funds will be used to support the IET service approach.
- **Question:** My agency is applying for AGE funding for 3 separate counties? Am I required to submit 3 separate program of study forms?
- **Answer:** Yes. Your agency will be submitting 3 applications seeking funding to serve adult learners in 3 separate counties. As such, 3 separate programs of study (one for each application submitted) must accompany each application package due on June 30.

Frequently Asked Question on the IET

- **Question:** My agency intends to apply for both AGE and IELCE funding available through the consolidated application. Can we submit a single Program of Study form?
- **Answer:** No. An IET Program of Study form must be submitted for each funding stream.
- **Question:** Can you provide some examples of how awarded agencies may be able to demonstrate the requirement of an additional IET in year 2?
- **Answer:** There are numerous ways to evidence that a second IET for year 2. Here are just a few examples:
 - Offering an IET that is occupationally specific vs. Cluster specific
 - Offering an IET that is occupationally different from year 1
 - Offering an IET for a cluster that differs from year 1
 - Offering an IET for learners at functioning levels that differ from year 1
 - Offering an IET for a new cohort of students
 - Offering an IET that culminates in an industry certification that differs from year 1

Frequently Asked Question on the IET

- **Question:** How specific does an agency need to be when listing shared learning objectives in step two of the IET Program of Study Guide? For example: if an agency has an HVAC program with 12 primary objectives, should they all be listed?
- **Answer:** The IET Program of Study form should provide adequate information for the IET review team to have a clear understanding of the intent, goals, and outcomes of the IET program(s).
- **Question:** Can an agency implement an IET service approach with non-credit programs such as entrepreneurial training, on-the-job training, training programs operated by the private sector, or skill upgrading and retraining?
- **Answer:** Yes, the IET workforce training component must include at least one of the training components described in WIOA section 134 (c)(3)(D).
- **Question:** Does an agency have to reference/include the second year IET programs in the initial grant submission or is this something that agencies will add to meet the local needs in year two at that time?
- **Answer:** No. It does not have to be included. If funded, the continuation grant application (year two) will provide all specificities required at that time.

Frequently Asked Question on the IET

- **Question:** Would two IET programs of study on the same area of focus for two different program types count as two different IET submissions for the RFP?
 - IELCE: Area of focus: Home Health Aide; Model: One Instructor; Program Type: English Language Acquisition (Adult ESOL)
 - AGE: Area of focus: Home Health Aide; Model: One Instructor; Program Type: Adult Basic Education
- **Answer:** Yes, the two IET Programs of Study will be similar; however, the frameworks are different so the program of studies may be similar.
- **Question:** Steps two and three of the IET Program of Study form ask for learning objectives. Should an agency include the learning objectives for the entire program or just a sample (i.e. one unit)?
- **Answer:** The IET Program of Study should provide adequate information for the IET review team to have a clear understanding of the intent, goals, and outcomes of the IET program(s).

Part F: (10 Points) Data Driven Credentials of Value through IET

F.1 Describe how labor market data will be used to drive the development and implementation of the IET service approach. Provide a brief summary of all labor market information that will be used to determine the IET service to be offered.

Components of a Quality Response May Include:

- Labor market data provides information on employment by location and occupation, labor supply and demand, earnings, unemployment, and demographics of the labor force. This collection of data is known as labor market information.
- A quality response will include a description of how local/regional labor market data is driving the development of your programs for students to earn the credentials needed and forecasted to need for job opportunities.

F.2

Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.

Components of a Quality Response May Include:

- A compelling description of how the IET service approach aligns with the ability for students to earn industry recognized certificates and credentials which will lead to an opportunity for an individual to earn a higher wage or to increase employment options.
- The response provided in Priority 1, B.2., may be used to support this section of the narrative.
- High-level summary analysis of the regional employment needs may identify characteristics such as: education levels for occupations, average entry wages for occupations and credentials earned.

F.3

Identify the types of credentials available to students who participate in the IET service approach.

Components of a Quality Response May Include:

- A quality response will describe how the workforce training component of IET provides an opportunity for participants to earn an industry-recognized certificate or certification, a license recognized by the state, degrees, or other type of credential.
- The description may include an explanation on how the credentials are transferable, transcriptable, stacked as a component for the next level of credential.
- If the credential is earned from a community-based organization, explain the mechanism for stacking the credits to lead to a next level of certification.

Questions and Answers Regarding Certificates/Credentials

- **Question:** May an agency consider a program that results in a certification, but is not postsecondary, (such as ADOBE or Microsoft) as their IET requirement? Does the second year IET have to be a completely different program or can it be an additional certification under the same program?
- **Answer:** Yes. An agency may consider a workforce training component of an IET that results in an industry certification to fulfill the IET requirement assuming this form of workforce training aligns with local labor market needs. An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). Through the workforce training component, students receiving the IET service delivery approach may earn an industry certification.
- The IET workforce training component must include at least one of the following as described in WIOA law section 134 (c) (3) (D):
 - Occupational skills training, including training for nontraditional employment
 - On-the-job training
 - Incumbent worker training
 - Programs that combine workplace training with related instruction, which may include cooperative education programs
 - Training programs operated by the private sector
 - Skill upgrading and retraining
 - Entrepreneurial training
 - Transitional jobs
 - Job readiness training
 - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
- For year 2, an IET that leads to a different industry certification would be considered a unique IET and would therefore fulfill the requirement of an additional IET in year 2.

Participants' Questions

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

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