

2021-2022 Adult Education and Family Literacy Education Act

Guided Journey through
Priority 3 Narrative and
Required Tables/Forms



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)

New Resource!

- View the pre-recorded grant and budget session that covers WIOA – General Grant Information and DOE 101S Budget Form
- Available for viewing at www.fldoe.org/WIOAGrants

Due June 30, 2021

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
- Priority 3 RFP Narrative Review
 - Part G (15 points)
 - Part H (5 points)
 - Part I (5 points)
 - Part J (not scored)
 - Required Form
- Questions

Application Points for Priority 3 (25 points total)

Part	Points
G 6 Narrative Prompts Program Offerings Summary Form	15
H 3 Narrative Prompts	5
I 4 Narrative Prompts Personnel Chart	5
J 2 Narrative Prompts	Not scored

Priority 3

Ensure All Learners Receive High Quality Instruction that Prioritizes Measurable Labor Market Needs and Outcomes While Working to Eliminate Equity and Achievement Gaps in the Community.
(25 Points)



Narrative Prompts

Part G: Quality Program Offerings

(15 Points)



G.1 Describe the program enrollment system in place that ensures quality learning and outcomes including:

- a. open-entry/open-exit enrollment, managed enrollment.
- b. the type of course modality offered (online, blended learning, laboratory, traditional classroom setting).
- c. 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.
- d. how this system will offer a flexible schedule, 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 A.L.I.C.E. population, learning disabilities and other special needs, to attend and complete program.

Components of a Quality Response May Include:

- A description of your enrollment policies and how you are ensuring the elimination of barriers to the adult learner population.
 - Provide information on how the courses will be offered for increased access by more adult education participants.
 - Describe the planned schedule of instruction (hours per week and weeks per semester) and the system of tracking participation and attendance.
 - Describe how you are meeting the busy demands of your adult learners through wrap-around services to promote student success and educational goals.
- Resources in Implementation Guide, page 30-33.

Priority 3 Continued

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

For Priority 3 responses, 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

G.2 Describe how the instructional schedule is aligned with the program's assessment post-testing procedures.

- Resources in Implementation Guide, page 31.
- Components of a Quality Response May Include:
 - A description of the process of ensuring instruction is aligned with the program's assessment policies.
 - Details on the number of opportunities within a term students have to post-test.
 - A description for how the assessment or testing center works with students to facilitate scheduling of post-tests.

G.4 Describe the policies in this two-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).

- Resources in Implementation Guide, page 32.
- Components of a Quality Response May Include:
 - A quality response will focus on the policies and services available to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102). In addition, include how these policies and services are part of a systemic approach to deliver quality instruction.
 - Examples of current supports and services available to adult students with disabilities and how those are made available and promoted.
 - Details on promotional strategies used to encourage adults with disabilities to participate in the adult education, GED, or ESOL programs.

G.5 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.

- Resources in Implementation Guide, page 32.
- Components of a Quality Response May Include:
 - A description that addresses the methods that will be utilized to ensure that program design is of sufficient intensity and quality.
 - Examples of the research sources and evidence-based practices that will be incorporated into the program design.
 - Process for evaluation of research sources and evidence-based practices and frequency of review
 - A description of how formative assessment guides instruction and lesson planning.

G.6 Describe the student support and transition services that support the two-year plan for quality instructional programming. The response must include the following:

- a. how the program will assess students' educational needs, need for support services and accommodations and how will providers or partners will deliver those services; and
- b. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.

- Resources in Implementation Guide, page 33.
- Components of a Quality Response Include:
 - Describe the student support and transition services that will contribute to a system of quality instructional programming.
 - Explain how the programs will assess education needs and the support services, accommodations to be included.

Narrative Prompts Part H – Technology and Online Learning (5 Points)

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

- a. how the instructor will use technology as a classroom tool;
- b. how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work;
- c. how digital literacy skills are being integrated into workforce preparation activities and in support of IET programs;
- d. how distance learning opportunities will be made available for students, particularly those with low levels of literacy and learning disabilities.

- Resources in Implementation Guide, page 32.
- Components of a Quality Response May Include:
 - A quality response will provide information on the role of technology, digital literacy skills, and distance learning, which can be used to improve adult education and deliver quality instruction.
 - Examples of how digital literacy skills will be part of the workforce preparation component of IET.
 - A description on how integrating technology can increase student engagement and motivation and how distance learning is available for all students, but in particular for students with low levels of literacy.

H.2 Describe how technology and online learning may lead to improved student performance.

- Resources in Implementation Guide, page 34.
- Components of a Quality Response May Include:
 - A description of how student performance may improve when technology enhancements and/or online learning opportunities are added to adult education programming.
 - Describe how an online delivery platform may provide student level reports on subject mastery and how the reports are provided to instructors for insight into academic progress, standards attainment, or mastery of content.
 - A description of how online learning can break down barriers to enable students to be successful in adult education.

H.3 Describe the kind of information and data that will be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

- Components of a Quality Response May Include:
 - A quality description may include how student engagement is monitored and provide examples of information and data utilized to monitor student persistence.
 - You may wish to include examples that address distance learning environments versus tradition classroom-based enrollment.

Narrative Prompts

Part I – Instructional Personnel and Professional Development

(5 Points)

I.1 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.

Components of a Quality Response May Include:

- The response will aim to provide a clear understanding on how instructional staff members will be prepared and supported through professional development to provide high-quality adult education services.

Additional information is available in the Implementation Guide on page 35.

I.2 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.

Components of a Quality Response May Include:

- A description on how instructional staff are prepared and supported as part of a systemic approach in the delivery of quality instruction.
- Include in your explanation how current research and evidence-based instructional strategies are interwoven into the professional development.
- Additional information is available in the Implementation Guide on page 35.

I.3 Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the two-year plan.

Components of a Quality Response May Include:

- The agency's policy for specifying the minimum qualifications for the instructors, counselors, and administrators delivering the program activities.
- An explanation of how you will ensure all staff members are able to meet the essential duties to deliver adult education instruction.

I.4 Complete the Personnel Chart in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the two-year plan.

- This prompt requires the completion of the Personnel Chart located in the Adult Education Excel Workbook to document the instructional personnel available during the two-year plan.

1	Adult Education Personnel Chart		
2	<i>Only provide information for county served.</i>		
3	PROVIDER INFORMATION		
4	County Served	Use dropdown menu to select county	
5	Provider Name		
6	Application Type	Use dropdown menu to select type	
7	<i>Only provide staffing data for the county served.</i>		
8			
9		Part-Time (Less than 30 hrs. per week)	Full Time (30 hrs. or more per week)
10	Type of Personnel	# of Personnel	# of Personnel
11	Administrators		0
12	Counselors		0
13	Instructors		0
14	Paraprofessionals		0
15	Volunteers		0
16	Total Personnel	0	0
17	Experience of Personnel		
18	Less than 1 Year Experience		0
19	1-3 Years of Experience		0
20	More than 3 Years of Experience		0
21	Total Counts	0	0
22	Certification of Personnel		
23	No Certification		0
24	Adult Education Certification		0
25	K-12 Certification		0
26	Special Education Certification		0
27	TESOL Certification		0
28	Total Counts	0	0
29			
30			

Narrative Prompts

Part J – Family Literacy

Activities (Two-Generation Approach) Not scored



J.1 Describe any current two-generation approaches with educational activities simultaneously for adult education family members and their children.

- a. Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital.
- b. Provide information on how the coordination of support services align to the identified broader set of regional partners described under Priority 1.

Components of a Quality Response May Include:

- A quality response for include a description of how you may incorporate family literacy, also known as the two-generation approach into your adult education programs.
- Provide a description of the types of support services that can be delivered.
- Describe the curriculum and materials that you will use to support the six evidence-based key components of a two-generation approach to education.
- Include a description of the regional partners that are available to provide assistance with support services for family members.

J.1

- a. Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital.

Six Key Components of Two-Generation Approaches

Well-being includes financial, social, mental, and spiritual aspects, and it requires multiple materials, conditions, and systems to be coordinated. This approach has a robust vision for family well-being and has identified the essential experiences, supports, and resources that are necessary for families to survive and thrive:

- **Social Capital** – connections to people, information, and opportunities to give and receive support
- **Early Childhood Education and Development**
- **K-12 Education**
- **Postsecondary Education and Employment Pathways** – access to quality education and clear career pathways
- **Economic Assets** – financial stability
- **Health and Well-Being** – access to health care and mental, physical, and behavior health improving opportunities

J.2 Describe the regional need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during this first year of this two-year plan. Provide an overview of the partners' ability to provide two-generation services. Include information regarding:

- a. Curriculum/material intended to be used to provide instruction to this population;
- b. Types of activities that will be implemented in the program; and
- c. Partnerships, support services and accommodations.

Components of a Quality Response May Include:

- Explain your local/regional need for a two-generation approach, you may incorporate part of your response in Priority 1, Part B.
- Priority 1, Part C, may support your response on the inclusion of local partners to assist with the development of the two-generation model for your adult education programs.
- In addition, two-generation approaches build family well-being by intentionally and simultaneously working with children and adults in their lives together. Your response may include the types of activities to target children and parents from the same household to combine the parent and child with educational opportunities.

Frequently Asked Questions and Answers

- **Question:** When filling out the Program Offering Summary tab in the workbook, how would an agency properly document if they offer the same class at the same location to different cohorts at different times?
- **Answer:** Agencies may make this distinction in the “Site Name” column. For example: MTC West – Class 1 or MTC West – Cohort 1 and would enter multiple lines of information for each cohort.
- **Question:** Do I have to provide family, two-generation activities?
- **Answer:** No, this is an optional service and does not have points attached.
- **Question:** Does the Regional Asset Map and Needs Assessment need to be completed prior to the application being submitted or are agencies to show plans for conducting the reviews during the upcoming grant year?
- **Answer:** The Regional Asset Map and Needs Assessment process will be conducted during year one of the two-year grant cycle. The narrative portion is asking for a plan for a plan, not the actual production of the Regional Needs Assessment. Once there is a list of eligible awarded agencies, FDOE will begin moving forward with those agencies, in year one, to conduct the Regional Needs Assessment.

Frequently Asked Questions and Answers

- **Question:** Is the Adult Education Personnel Chart (Excel Workbook) supposed to reflect both Adult Education and IELCE staff?
- **Answer:** Yes, FDOE has revised the Adult Education Workbook to allow providers to choose the type of application they are submitting. If the application type is AGE/IELCE combined, the chart must reflect both AGE and IELCE personnel.
- **Question:** If an agency has personnel vacancies that are not likely to be filled before the grant application is due and therefore does not know the data to be entered on the Personnel Chart in the Workbook, how is it best to proceed to avoid being “penalized”?
- **Answer:** If you have a position that will be filled and supports adult education, you may report that position on this table, even if it is currently vacant.

Frequently Asked Questions and Answers

- **Question:** Please define and/or provide reference to the six evidence-based key components of early childhood education referenced in Part J, question J.1.a. of the RFP. Can an agency write about a two-generation activity if it embeds 1 or 2 of the six evidence-based key components or does the Department only define these activities as those having all six of those key components?
- **Answer:** The two-generation approach focuses equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty. They articulate and track outcomes for both children and adults simultaneously.

Six key components of the approach are:

- early childhood education;
- adult and postsecondary education and workforce pathways;
- economic supports and assets;
- K-12 (being kindergarten ready, third grade reading skills on time)
- health and well-being; and
- social capital

Two-generation approaches can be applied to programs, policies, systems, and research. For example, strengthening family engagement strategies in early childhood education, ensuring student parents have access to workforce preparation and postsecondary credentials; and connecting with limited English proficiency to adult education programs. Other examples: developing partnerships to promote asset-building, teaching health literacy, and increasing social networks and social capital that advance economic security for families. Source: Aspen Institute (ASCEND, 2018).

Ideally applicants will address all six components of the approach, however it is permissible to address a subset of the six components in an application based on local need for two-generation services in each community.

Frequently Asked Questions and Answers

- **Question:** Does the minimum number of hours for program offerings still apply?
- **Answer:** This grant application did not specify a minimum number of hours, however, in the Program Offerings tab of the Excel Workbook, agencies will be expected to list their program offerings and when classes will be available to students. In addition, grant applications will be judged on the agency's ability to meet the needs of the specified county, in which program services are delivered.

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/>