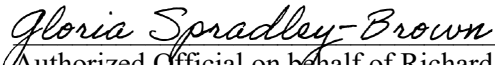



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Madison County School District	<b>2 PROJECT NUMBER</b> 400-1911B-1CG01	
<b>3 PROJECT/PROGRAM TITLE</b> Adult Education and Family Literacy Adult General Education  <p style="text-align: right;"><b>TAPS 21B022</b></p>	<b>4 AUTHORITY</b> <b>84.002A Adult General Education</b> <b>USDE or Appropriate Agency</b>  <b>FAIN#:</b> V002A200009	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2020 - 06/30/2021 Program Period: 07/01/2020 - 06/30/2021	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$58,840.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$58,840.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>06/30/2021</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2021</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>05/30/2021</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <u>07/01/2020</u></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Ebonee Dennis <b>Phone:</b> (850) 245-9044 <b>Email:</b> <a href="mailto:Ebonee.Dennis@fldoe.org">Ebonee.Dennis@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0496	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401	<b>Duns#:</b> 175079268 <b>FEIN#:</b> F596000721004
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> <li><b>See pages 2 and 3, item 11 continued.</b></li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 40%;">             Authorized Official on behalf of Richard Corcoran            Commissioner of Education         </div> <div style="width: 30%; text-align: center;"> <u>8/06/2020</u>            Date of Signing         </div> <div style="width: 20%; text-align: right;">  </div> </div>		

DOE-200

Revised 07/15

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)

All Adult Education funded agencies are required to comply with following documents:

- General Terms, Assurances and Conditions for Participation in Federal and State Programs
- 2 C.F.R. 200, Uniform Grant Guidance (UGG)
- Florida Department of Education (FLDOE): Project Application and Amendment Procedures for Federal and State Programs (Green Book)
- Division of Career and Adult Education 2020-2021, Assurances and Acknowledgements Adult General Education, Correction Educations and Integrated English Literacy and Civics Education (IELCE) forms and all other state and/or federal applicable regulations.
- Submit to the Florida Department of Education a Memorandum of Understanding with the Local Workforce Development Board by December 31, 2020 which complies with requirements governing (1) the Memorandum of Understanding with the LWDB and (2) the local one-stop infrastructure costs of the WIOA and its implementing regulations.

**Funding Year 2020-2021:** This one-year extension period is in response to the difficult and unique circumstances related to COVID-19 and the potential for broad impact on both State administrations of AEFLA programs and services delivery by local eligible providers.

Grantees will be required to meet federal and state assurances, annual demonstration of successful implementation of the program consistent with approved performance expectations, and adherence to all fiscal and programmatic requirements.

**Reporting Student Performance Data:** All Adult Education funded agencies are required to report student level enrollment and performance data on all students served with grant funds.

For non-local educational agency (LEA) recipients who are not reporting data through a partnership with an LEA, individual student record data must be submitted for three reporting periods in program year 2020-2021.

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d) and (1)(e), Florida Statutes. (

All Adult Education recipients must implement, collect and report all data collection elements for all students enrolled in a course on or after July 1, 2020. The data element information is located in the following documents: Student Data Summary Form, and appropriate student management information database handbook.

**12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

# FLORIDA DEPARTMENT OF EDUCATION

## PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  Madison County School Board  <b>TAPS NUMBER: 21B022</b>	<b>DOE USE ONLY</b>  Date Received   <b>Project Number (DOE Assigned)</b>  400-1911B-1CG01								
<b>B) Name and Address of Eligible Applicant:</b> Madison County School Board 210 NE Duval Ave Madison, FL. 32340										
<b>C) Total Funds Requested:</b>  \$ 58,840.00  <hr style="width: 200px; margin-left: 0;"/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$ 58,840 ED	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Lisa Roderick</td> <td style="width: 40%;">Telephone Numbers: <b>850-973-1565</b></td> </tr> <tr> <td>Fiscal Contact Name: Edna Ealy</td> <td><b>850-973-5022</b></td> </tr> <tr> <td>Mailing Address: 210 NE Duval Ave Madison FL 32340</td> <td>E-mail Addresses: <a href="mailto:Lisa.roderick@mcsbfl.us">Lisa.roderick@mcsbfl.us</a> <a href="mailto:Edna.ealy@mcsbfl.us">Edna.ealy@mcsbfl.us</a></td> </tr> <tr> <td>Physical/Facility Address: <b>210 NE Duval Ave</b> <b>Madison, FL 32340</b></td> <td>DUNS number: 175079268  FEIN number: F5960000721004</td> </tr> </table>		Contact Name: Lisa Roderick	Telephone Numbers: <b>850-973-1565</b>	Fiscal Contact Name: Edna Ealy	<b>850-973-5022</b>	Mailing Address: 210 NE Duval Ave Madison FL 32340	E-mail Addresses: <a href="mailto:Lisa.roderick@mcsbfl.us">Lisa.roderick@mcsbfl.us</a> <a href="mailto:Edna.ealy@mcsbfl.us">Edna.ealy@mcsbfl.us</a>	Physical/Facility Address: <b>210 NE Duval Ave</b> <b>Madison, FL 32340</b>	DUNS number: 175079268  FEIN number: F5960000721004
Contact Name: Lisa Roderick	Telephone Numbers: <b>850-973-1565</b>									
Fiscal Contact Name: Edna Ealy	<b>850-973-5022</b>									
Mailing Address: 210 NE Duval Ave Madison FL 32340	E-mail Addresses: <a href="mailto:Lisa.roderick@mcsbfl.us">Lisa.roderick@mcsbfl.us</a> <a href="mailto:Edna.ealy@mcsbfl.us">Edna.ealy@mcsbfl.us</a>									
Physical/Facility Address: <b>210 NE Duval Ave</b> <b>Madison, FL 32340</b>	DUNS number: 175079268  FEIN number: F5960000721004									

### CERTIFICATION

I, Shirley Joseph, (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

Superintendent  
 Title

6/27/2020  
 Date



## Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** 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.
- C.** Enter the total amount of funds requested for this project.
- D.** 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 Data Universal Numbering System (DUNS), 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 DUNS 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.
- E. 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.**

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM**

**A) Name of Eligible Recipient/Fiscal Agent:** Madison County School Board

**B) DOE Assigned Project Number:** 400-1911B-ICG01

**C) TAPS Number:** 21B022

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5400	110	Coordinator of Adult Education to advise students, supervise and monitor adult education program	0.05	\$ 36,000.00	100			
5400	210	Employee Benefits-Retirement calculated at 7.92%		\$ 2,851.00				
5400	220	Employee Benefits-FICA calculated at 6.2%		\$ 2,232.00				
5400	221	Employee Benefits-Medicare calculated at 1.45%		\$ 522.00				
5400	230	Employee Benefits-Insurance Contribution (1/2 of 4200 per year)		\$ 2,100.00				
5400	240	Employee Benefits-Worker's Compensation calculated at 1.26%		\$ 454.00				
5400	330	Travel for professional development and conferences such as the annual ACE conference, DOE annual reports workshop, FAMIS and WEDDAC (to include lodging and meals) Madison County uses the State of Florida rate for travel reimbursement. All travel to be completed by June 30, 2021.		\$ 3,000.00				
5400	370	Communication for mass mailings of fliers and brochures as well as newspaper submissions.		\$ 600.00				
5400	390	Other Purchased Services for recruitment of adult education students such as newspaper articles promoting the program, use of the cmsbell website (school website platform) for promotion of program.		\$ 1,000.00				

5400	510	Materials and supplies such as paper, pencils, notebooks, folders, dry erase markers, paper clips and other office supplies.		\$ 3,379.00				
5400	520	Consumable textbooks for TABE and GED		\$ 1,500.00				
5400	730	Dues and fees for cost of membership for adult education staff to organizations such as ACE and COABE		\$ 1,500.00				
5400	750	Substitute teachers for adult education (average salary of \$12 per hour and we estimate 75 hours)		\$ 900.00				
5400	790	Misc. Expense-Indirect costs at 5.0%		\$ 2,802.00				
<b>D) TOTAL</b>				<b>\$ 58,840.00</b>				

### **DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

-----

**Signature:**

-----

**Title:**

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**Date:**

-----

### **DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

-----

**Signature:**

-----

**Title:**

-----

**Date:**

-----



## NARRATIVE COMPONENT

### NARRATIVE SECTION

Before inserting any text or information into the Application narrative, forms and tables, save a blank template in a separate Word document on your computer.

1. Place all application items in the order specified in the **Application Checklist** (see the last page of this RFA document).
2. NARRATIVE SECTIONS (1-17): MAXIMUM PAGE LIMIT is THIRTY (30) PAGES  
This does not include any required forms and/or other specified information.

**Narrative Section response format:**

- a) Font - Arial / Size – 12
- b) Margin size - 1” – both sides and top/bottom margins
- c) Double spaced (this does not include charts)
- d) Single-sided pages
- e) Complete the narrative using the same sequence presented in the  
**Narrative Components Section.**

3. 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.
  - 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.
4. Application must be submitted electronically to the Office of Grants Management in the established Department Grants Management SHAREFILE.

**Note:** Before responding to the following questions, carefully review the Application Support Documents section located on the Division’s website:

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>. These items will be instrumental to you as you respond to the questions in the narrative section. Particular attention should be given to:

- Local Workforce Development Plan(s) and County(ies) Served Chart



# 1-E: Adult General Education Enrollment and Performance Form, 2020-21

## INSTRUCTIONS

- Save a copy of this form.
- Provide information in all green shaded cells.

- Print completed form.
- Return completed form with application.

## PROVIDER INFORMATION

Provider Name	Madison County School Board
County Served	MADISON
Contact Person	Lisa Roderick

E-mail	<a href="mailto:lisa.roderick@mcsbfl.us">lisa.roderick@mcsbfl.us</a>
Title	Coordinator of Special Programs
Telephone	850-973-1565
Fax	850-973-5027

	A	B
	Educational Functioning Level (EFL)	Estimated NRS Participants 2020-2021
1	ABE Level 1	1
2	ABE Level 2	1
3	ABE Level 3	10
4	ABE Level 4	15
5	ABE Level 5	1
6	ABE Level 6	1
7	<b>Agency ABE Target</b>	<b>29</b>
8	ESL Level 1	0
9	ESL Level 2	0
10	ESL Level 3	0
11	ESL Level 4	0
12	ESL Level 5	0
13	ESL Level 6	0
14	<b>Agency ELA Target</b>	<b>0</b>
15	<b>Total NRS Participants</b>	<b>29</b>

## PERCENTAGE OF GEOGRAPHIC NEED SERVED

		Total Estimated Need	% Share Served
16	Calculation of Percentage Share of Total Need Served, ABE	1,699	1.71%
17	Calculation of Percentage Share of Total Need Served, ELA	133	0.00%

**Column A** = Functioning levels for NRS Accountability Metrics; NRS participants are reported in their lowest functioning level.

**Column B** = Enrollment Projection for NRS Participants in the 2020-21 reporting year; see definition of NRS participant in the accountability section. Projected NRS participants must be unduplicated by lowest functioning level, even if the student is served in more than one program in the year. The column must include the NRS participants for all sub-recipients that are providing instructional services.

Please note the information in Rows 16 and 17, which auto-calculates based upon your enrollment projections and data on estimated need for adult education services in the geographic area. This calculation must be used to complete the narrative for the Regional Needs Assessment.

- Thirteen (13) Considerations for Funding List
- Assurances and Acknowledgements, 2020-2021, Adult General Education Grant
- Overview of Key WIOA and AEFLA Provisions

The continuation application will be reviewed by FDOE program manager based upon the thirteen 13 Considerations, as specified by the Workforce Innovation and Opportunity Act Section 231. Eligible applicants are to answer all questions including optional sections, if applicable.

## 1. Regional Needs Assessment

### The state will consider:

*the degree to which the eligible provider would be responsive to—*

- (A) regional needs as identified in the local plan under section 108; 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;*
  - (ii) who are English language learners;*

**WIOA Section 231(e)(1)**

**For questions A-D, please describe any changes from the original application. If there are no planned changes, grantee must write “No Planned Changes” in each section.**

**For question E, grantee must complete the 1-E: Enrollment and Performance Form, 2020-2021, Adult General Education Grant, form and submitted with this application.**

- A. Describe the regional needs that have been identified in the Local Workforce Plan(s).

No planned changes

- B. Describe the community demographics of the local geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent.

No planned changes

- C. Describe how the project will recruit and serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills.

No planned changes

- D. Describe the projects recruitment planning for sustainability of the Adult Education program.



No planned changes

- E. Complete the **1-E: Enrollment and Performance Form, 2020-2021, Adult General Education Grant**. The form will acknowledge the grantees **one-year extension period** performance enrollment targets. This form is located on the Division's website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>

## 2. Serving Individuals with Disabilities

**The state will consider:**

*the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;*

**WIOA Section 231(e)(2)**

**For questions A-B, please describe any changes from the original application. If there are no planned changes, grantee must write "No Planned Changes" in each section.**

- A. Describe the policies 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) and WIOA Section 3(25).

No planned changes.

- B. Describe how the program will identify and provide services to students with physical, emotional, mental and learning disabilities.

No planned changes

## 3. Past Effectiveness

**The state will consider:**

*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 Section 231(e)(3)**

**For question A-B, grantee must provide a written response in each section.**

- A. Describe how the agency evaluates educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

- An educational gain is defined as one student moving from one EFL to the next in a given content area during the project year based on the results from an assessment that has been approved by the USED and FDOE and administered in a pre- and post-test. An educational gain may also include students in ABE Level 5 who were awarded academic credit, or students who attained a high school diploma or equivalent.

MCSB evaluated educational performance using TABE testing, teacher formative and summative testing as well as passing scores on the GED once students are ready to take it.

Students are counseled by Career Source regarding postsecondary education or training for the workforce. For those that want to go to work right away Career Source assists them with that while discussing some high needs, high wage positions in the area.

- B. Describe how the agency evaluates student transition outcomes. Transition outcomes include percent of students found employed after exiting or enrolled in postsecondary education.

MCSB tries to track students after they earn their GED every six months for at least two years. This can be a challenge as this demographic (in our area), tends to move away and not update their information with the school district. However, we look to have at least fifty percent of our GED students employed or enrolled in postsecondary education after the two years is up. We want at least twenty percent after six months, thirty percent after a year, forty percent after a year and a half and fifty percent at two years.

#### 4. Alignment with One-Stop Partners and Coordination with Other Agencies

**The state will consider:**

*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)**

**For question A-B, grantee must provide a written response in each section.**

- A. Describe changes or modifications to any MOUs. All updated agreements must be submitted with this application and/or provided to FDOE prior to the issuance of the 2020-2021 continuation award.

There have been no changes or modifications to the MOU Madison County School Board (MCSB) has with Career Source of North Florida. The MOU is in effect until June 20, 2020. Due to COVID-19 the normal meeting to review has not yet taken place and the original MOU is being extended until such time the meeting may take place. Once the meeting takes place discussion of any necessary changes will occur to revise the MOU before the new one is completed. (There is always the option to extend the current MOU for more than one year as it has been previously done).

- B. Demonstrate how the agency's 2020-2021 activities and services align with the strategy and goals of the local plan, as well as the activities and services of the one-stop partners. The Career Source North Florida (CSNF) and Madison County School Board Adult Education (MCSB-AE) Department have a negotiated agreement to coordinate their respective responsibilities for furnishing educational and vocational services to career seekers and adult learners. The coordination of services between each party requires the managed flow of information between each other to ensure that policy, procedure, service delivery and resources are provided in a manner that maximizes the likelihood of positive outcomes for the customers. CSNF, through the Career Source North Florida Career Centers (CSNFCC), will perform the following functions: assist eligible MCSB-AE career seekers and adult learners with Employ Florida Marketplace (EFM) registration, provide career guidance and employment assistance as appropriate for WIOA enrolled learners, facilitate essential work skills training for WIOA enrolled learners. All applicable credentialing, screening and test results will be jointly shared



between MCSD-AE and CSNF, through the CSNFCC,. And MCSD-AE will each provide to the other written procedures that outline their respective referral process. The parties each agree to collaborate in the review of these processes and procedures to ensure compliance with all applicable laws and regulation and facilitate a smooth and seamless workflow. CSNFCC and MCSD-AE will each cross promote their respective programs within their organizations as well as externally in the community using a variety of media outreach. CSNFCC and MCSD-AE will collaborate with each other on grant funding opportunities and sector strategies as appropriate. CSNFCC and MCSD-AE will each offer an annual in-service workshop(s) for faculty and staff to educate each other about services available through their respective programs. Additionally, MCSD-AE program works closely with CSNF in the educational and job seeking needs of the individuals of Madison County. Throughout the school year, MCSD-AE students participate in job fairs hosted by CSNF.

## **5. Intensity, Duration, and Flexible Scheduling**

### **The state will consider:**

*whether the eligible provider's program—*

- (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
- (B) uses instructional practices that include the essential components of reading instruction;*

**WIOA Section 231(e)(5)(A)**

**For question A-D, grantee must provide a written response in each section.**

- A. Complete this form **5-A: Program Offerings Form, 2020-2021, Adult General Education Grant** and submit in grant application. This form is located on the Division's website: <http://www.fl DOE.org/academics/career-adult-edu/funding-opportunities>.

Describe the program enrollment system in place for the 2020-2021 academic year (open-entry/open-exit, managed enrollment), the types of classes offered (online, blended learning, laboratory, instruction led) and the expectations for students' participation and attendance (for example, number of hours, weeks), and how this system provides a quality learning system for adult students.

Madison County's Adult Education program has open enrollment and accepts those that are 18 years of age or older regardless of their individual skill level. In addition, students between the ages of 16-18 who have separated from the K-12 school system will be accepted. Also, the program director works with the Title IX, Part A liaison by getting referrals to assist parents in gaining their G.E.D. through the program. The classes that are offered include instructor led and the use of an online system (APEX) so students can access their materials outside of the classroom. Students are expected to be in class for 10 hours per week for 48 weeks. After 60 hours of intense instruction, individual learner are required to take another TABE test to measure learning gains. By using a variety of learning structures and assessment, the program is able to help students succeed in gaining the knowledge and skills necessary to pass the G.E.D.

- B. To demonstrate the variety of class opportunities that will be available in the 2020-2021 year, complete and submit with application **5-B: Program Schedule by County and Site 2020-2021, Adult General Education Grant**, include all planned instructional sites in the geographic area (county) awarded, with program and scheduling information. See directions on the form for details. This form is located on the Division's website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.
- C. Describe how the 2020-2021 instructional schedule is aligned with the program's assessment post-testing procedure to allow sufficient intensity (at least 10 hours per week each program) and duration (at least 32 weeks per year each program) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program.

MCSD-AE program offers three terms Fall (19 weeks), Spring (19 weeks), and Summer (10 weeks) for a total of 48 weeks per year. Individual learners are required to take the TABE upon entrance into the program. After each 60 hours of intense instruction, individual learners will take another TABE to measure learning gains. This process is

**5-A: Program Offerings Form, 2020-2021**  
**Adult General Education Grant**

County/Geographic Area	
------------------------	--

A	B	C	D	E	F	G	H	I	J
Program Name	Program Number	Program offered?	Classroom, instructor lead	Open Laboratory	Online only	Blended learning	Total No. of Sites	No. of Weeks	Avg. Hours per Week
Adult Basic Education	9900000	Yes	Yes	No	No	Yes	1	48	10
Adult High School	9900010	No	No	No	No	No			
Adult English for Speakers of Other Languages (ESOL)	9900040	Yes	Yes	No	No	Yes	1	48	10
English Literacy for Career and Technical Education (ELCATE)	9900050	No	No	No	No	No			
GED Preparation	9900130	No	No	No	No	No			

**DIRECTIONS**

**COLUMN C:** Indicate whether the Adult General Education programs will be offered. Current curriculum frameworks can be accessed here: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/>. If answer is "No," leave columns D through J blank.

**COLUMN D:** Indicate whether the eligible provider offers at least one class section in which the primary mode of instruction is in a classroom with a fixed meeting time and is lead by an instructor.

**COLUMN E:** Indicate whether the eligible provider offers at least one class section in which the primary mode of instruction is an on-campus, open entry/exit laboratory in which students have varying schedules during the hours the lab is open.

**COLUMN F:** Indicate whether the eligible provider offers at least one class section in an asynchronous online environment (an environment where online work of students and instruction occurs at different times).

**COLUMN G:** Indicate whether the eligible provider offers at least one class section in a blended learning environment with a mixture of asynchronous online instruction and classroom instruction.

**COLUMN H:** Indicate the total number of instructional sites in which the program will be offered.

**COLUMN I:** Indicate the number of weeks instruction is offered from July 1 to June 30.

**COLUMN J:** Indicate the average hours per week that classes may be scheduled, exclude weeks with holidays and school closures. Exclude online courses from the calculation. Example: 12 hours per week in one instructional site and 24 hours per week in another instructional site results in an average hours per week of 18 hours.

NOTE: For Columns D through G, select all types of instruction that are offered through the eligible provider.



# 5-B: Program Schedule by County and Site, 2020-2021

## Adult General Education Grant

### Directions

List all instructional sites and program type offerings for the fiscal year.

COLUMN A: Select County Name

COLUMN B: Enter instructional site where adult education instruction is offered; list each site on a separate row.

COLUMN C: Select the program(s) offered at this instructional site; if more than one program is offered, enter information for each program on separate rows.

COLUMN D: Select the time(s) of day when classes are offered at this site.

COLUMN E: Select the type of weekend classes that are offered; select "None" if classes are not offered on the weekend.

COLUMN F: Enter the first date of classes in the program at this instructional site for the fiscal year.

COLUMN G: Indicate the last date of classes in the program at this instructional site for the fiscal year.

COLUMN H: Indicate the number of weeks instruction is provided at this site.

COLUMN I: Indicate the hours per week that classes may be scheduled at this site, exclude weeks with holidays and school closures. Exclude online courses from the calculation.

COLUMN J: Indicate the dates that no classes are offered; do not include days when student services are not normally offered.

A	B	C	D	E	F	G	H	I	J
County	Instructional Site Name	Program Type	Time of Day	Weekend	Fiscal Year Start Date	Fiscal Year End Date	No. of Weeks	Hours per Week	No Class Dates
Madison	Career Source North Florida	GED/HSE	Evening	None	7/1/2020	6/30/2021	48	10	July 4, September 7, November 26-27, December 21-January 3, 2021, February 15, March 15-19, April 2, 2021, May 31-June 2
Madison	Career Source North Florida	ABE (0-9)	Evening	None	7/1/2020	6/30/2021	48	10	July 4, September 7, November 26-27, December 21-January 3, 2021, February 15, March 15-19, April 2, 2021, May 31-June 2



continued through the entire enrollment and followed by a final post-test at the end of the term.

- D. Describe rigorous research-based curriculum that your program will use during the 2020-2021 year to assist adult students with achieving substantial learning gains.

MCSD-AE program will be using APEX online courseware. APEX content is designed to meet all adult education students at their proficiency and give the instructors the technology required to create rigorous educational plan for adult learners to achieve learning gains. Students will also use the assessments and online courseware through My Career Shines and My Florida Ready to Work.

## 6. Evidence-Based Instructional Practices and Reading Instruction

**The state will consider:**

*whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English Language Acquisition (ELA) instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;*

**WIOA Section 231(e)(6)**

**For questions A-D, please describe any changes from the original application. If there are no planned changes, grantee must write "No Planned Changes" in each section.**

- A. Detail how the agency 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, use of formative assessment, use of college and career readiness standards included in the curriculum frameworks).

No planned changes

- B. Explain the agency's use of curricula targeting students with special learning needs, including low levels of literacy skills, and learning disabilities.

No planned changes

- C. Describe how the agency provides instruction based on the results of the learners' diagnostic and formative assessment and how the program assesses the effectiveness of curriculum and instructional practices.

No planned changes

- D. Describe how the program incorporates essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment and use of standards-based curriculum that delivers the state adopted framework.

No planned changes

## 7. Effective Use of Technology and Distance Learning

**The state will consider:**

*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 Section 231(e)(7)**

**For question A-D, grantee must provide a written response in each section.**

- A. Describe how the program will integrate the use of technology into class instruction; include how the teacher will use technology as a classroom tool and how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work.

Students work with computers on their assigned work that builds on their skill sets. This includes the MS Office Suite of Word, Excel, Access, PowerPoint, email and internet.

Students work on research to learn how to find reliable sources and build critical thinking skills on assignments.

- B. Describe the adult education programs delivered through a blended distance/classroom approach or solely distance education programs for the distance learner [provide the name of the distance education provider(s)].

Currently, the distance learning model has been used due to the pandemic. The teachers are using Apex as well as Google Classroom/Team/Meet with supplemental materials being posted for students in the classroom. Students were also given practice GED books to take home and are working on those with the help of the teachers through the Google format (we previously used Zoom). Once Career Source reopens and schools are open we will resume face to face instruction.

- C. Provide examples of how the adult education use of such technology, services, systems are used to deliver instruction, lead to improved performance and how the program will implement distance learning opportunities for students, with low levels of literacy and those with learning disabilities.

The use of technology like Google Classroom and Teams has allowed students and instructors to stay connected and still learn while at home. For those that have low levels of literacy, and those with learning disabilities, our instructors are available for one on one sessions with students to help boost their skill set and increase their learning gains.

D. Describe how the program will serve the needs of your adult education students in response to the COVID-19 emergency and moving forward.

1. Describe what specific changes has your agency implemented related to remote instructional delivery, specifically for adult education, including a statement about remote services to adult students with disabilities.

Students have been able to checkout Chromebooks/laptops to continue working on their skills from home. Adult Education teachers have been working with students via Google Classroom, Zoom and Google phone numbers they signed up for to help walk students through lessons when additional assistance is needed.

2. Describe how your agency's remote instruction plan permits the attainment of the key curricular frameworks and established performance aims of the adult basic education, adult high school, English for speakers of other languages, and/or GED programs, respectively.

The remote instruction plan allows for students to continue learning through the online system that is aligned to the curricular frameworks and established performance aims of the ABE and GED programs. The system shows when students are logged in, how long they spent on assignments and the teachers are meeting with students via videoconferencing apps and google phone numbers to their cellular phones.

3. Describe how your agency will help adult education students access and/or become familiar with synchronous or asynchronous remote/online coursework.

The teachers for the Adult Education program walked students through the online coursework to help them navigate it. They were already using APEX in the classroom, they just had to make a transition to using it from a new location.

Teachers were working with students one on one and over videoconference to help students comprehend the work and be familiar with the online coursework.

4. Describe how your agency will track and record participants' instructional and attendance hours (i.e... telephone, video, teleconference, online communication and/or logging onto distance learning software).

Students were tracked via the online system (it logs who logs in by date, time and how much time is spent on each item).

5. Describe how the program improve student performance through distance learning instructional model.

The program continued the learning that was being done in the classroom to help keep moving students forward and not allowing for a slide backwards.

## 8. Facilitate Learning in Context

**The state will consider:**

*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 Section 231(e)(8)**

**For question A-F, grantee must provide a written response in each section.**

- A. Describe how leaning in context, which may or may not be delivered utilizing the Integrated Education and Training (IET) service approach, will be provided such that adult education students acquire skills need to transition to and complete postsecondary education and training programs.

*amount and quality of learning and how such technology, services, and systems lead to improved performance;*

**WIOA Section 231(e)(7)**

**For question A-D, grantee must provide a written response in each section.**

- A. Describe how the program will integrate the use of technology into class instruction; include how the teacher will use technology as a classroom tool and how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work.

Students work with computers on their assigned work that builds on their skill sets. This includes the MS Office Suite of Word, Excel, Access, PowerPoint, email and internet.

Students work on research to learn how to find reliable sources and build critical thinking skills on assignments.

- B. Describe the adult education programs delivered through a blended distance/classroom approach or solely distance education programs for the distance learner [provide the name of the distance education provider(s)].

Currently, the distance learning model has been used due to the pandemic. The teachers are using Apex as well as Google Classroom/Team/Meet with supplemental materials being posted for students in the classroom. Students were also given practice GED books to take home and are working on those with the help of the teachers through the Google format (we previously used Zoom). Once Career Source reopens and schools are open we will resume face to face instruction.

- C. Provide examples of how the adult education use of such technology, services, systems are used to deliver instruction, lead to improved performance and how the program will implement distance learning opportunities for students, with low levels of literacy and those with learning disabilities.



The use of technology like Google Classroom and Teams has allowed students and instructors to stay connected and still learn while at home. For those that have low levels of literacy, and those with learning disabilities, our instructors are available for one on one sessions with students to help boost their skill set and increase their learning gains.

D. Describe how the program will serve the needs of your adult education students in response to the COVID-19 emergency and moving forward.

1. Describe what specific changes has your agency implemented related to remote instructional delivery, specifically for adult education, including a statement about remote services to adult students with disabilities.

Students have been able to checkout Chromebooks/laptops to continue working on their skills from home. Adult Education teachers have been working with students via Google Classroom, Zoom and Google phone numbers they signed up for to help walk students through lessons when additional assistance is needed.

2. Describe how your agency's remote instruction plan permits the attainment of the key curricular frameworks and established performance aims of the adult basic education, adult high school, English for speakers of other languages, and/or GED programs, respectively.

The remote instruction plan allows for students to continue learning through the online system that is aligned to the curricular frameworks and established performance aims of the ABE and GED programs. The system shows when students are logged in, how long they spent on assignments and the teachers are meeting with students via videoconferencing apps and google phone numbers to their cellular phones.



- A. Describe how leaning in context, which may or may not be delivered utilizing the Integrated Education and Training (IET) service approach, will be provided such that adult education students acquire skills need to transition to and complete postsecondary education and training programs.

In order for students to transition and move on to compete a postsecondary education or training program they must have their G.E.D. or high school diploma. MCSB works with CSNF to help students transition to either place (should they choose to) once they have earned their G.E.D. Allowing students to use the IET service approach helps them transition easier.

- B. Describe how the project utilizes the IET service approach to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purposes of educational and career advancement.

By working with CSNF to use the IET service approach, students have an idea of what they would like to go on and do once they have completed the program. This allows the instructors to accommodate these students with materials that are specific to the needs of the occupation or cluster they have decided on. This helps to give students a foundation to grow on and learn from before they get into the actual field.

- C. Describe how the concurrent and contextualized curriculum that integrates reading, mathematics and language skills with occupational content will be developed and describe the instructional strategies and materials that will be used in the IET service approach.

Instructors use a variety of strategies such as direct instruction, collaboration and differentiated lesson plans as needed. To increase math skills, contextualized curriculum will be taught using enhanced differentiated lessons and the APEX courseware. To increase reading comprehension, vocabulary will be taught utilizing the APEX system and

incorporating phonemic awareness, phonics, work fluency and vocabulary comprehension.

To help with IET materials used are usually aligned to the career field they have chosen.

- D. Describe how the project will incorporate workplace preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement as part of the IET service approach.

The program works closely with Career Source North Florida to align materials to meet the needs of the students to ensure that students are workforce ready. This approach allows for the IET service approach as students come in with an idea of what they would like to do once they are finished with their GED program.

- E. Provide specific examples of each NRS eligible program offered by the eligible provider in the 2020-2021 year that will be delivered by IET and the describe the single set of learning outcomes associated with each NRS eligible program utilizing the IET service approach and how they are organized to function cooperatively.

Agricultural materials are used in the program as it is the highest need for the area and part of the IET services Career Source and the district have discussed.

- F. Complete this form **8-F: Integrated Education and Training Program of Study** and submit in grant application. This form is located in the Application Support Documents section located on the Division's website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>. For additional guidance on Integrated Education and Training programs visit: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/>, under the Technical Assistance Papers tab.

- This IET service approach must provide concurrent and contextualized adult education and literacy activities, in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster. The IET service approach must be aligned with the local workforce development plan.

## 9. Qualified Instructors and Staff

### **The state will consider:**

*whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;*



## Integrated Education and Training Program of Study

**Directions:** Complete the form Integrated Education and Training Program of Study to describe how the eligible provider will develop and implement an Integrated Education and Training (IET) service approach.

**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.

Additional information on IET is available at <http://www.fl DOE.org/academics/career-adult-edu/adult-edu>.

The 2020-2021 curriculum frameworks are available at <http://www.fl DOE.org/academics/career-adult-edu/adult-edu>.

**Agency and County covered under this Program of Study:**  
Madison County School Board in Madison County

**Occupational Cluster(s):** Agricultural  
**Name of Local Workforce Development Board consulted with on this program of study:** North Florida Career Source

IET Program	Program Name	Program Number	Expected Number of Students to be Served	Number of Weeks	Hours per Week
	Adult Basic Education	9900000	25	48	10
	Adult ESOL	9900001			
	GED® -I Program	9900130	25	48	10
	ELCATE Program	9900050			

<p>Describe how IET service approach prepares students for in demand occupational clusters and/or integrated education and training. Provide specific action steps and a timeline.</p> <p>By allowing adult learners to learn basic education skills and to take GED courses they are able to go on to postsecondary training either in college or in a certified program for in-demand positions. Madison is working to include more on agricultural clusters as it is a high demand and high need area for the county. To do so, the first year will ensure that the teachers are using materials that do relate to the career as well as informing students of career pathways into the agricultural cluster.</p>
<p>If IET is not currently available, describe how your agency is planning to implement an IET service approach. Provide specific action steps and a timeline.</p>

**For question A-D, grantee must provide a written response in each section.**

- A. Describe the agency's plan for implementing continuous professional development in 2020-2021 to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other priorities.

MCSB-AE provides continuous professional development for staff through webinars, and workshops in conjunction with ACE of Florida, NEFEC, IPDAE, WEDDAC and the FDOE. Out of district travel is provided for the instructors to attend these professional development workshops and conferences, and time allotted to view the webinars.

- B. Describe how the agency's 2020-2021 professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

The instructors for the adult education program will use a variety of instructional strategies to engage the participating learners and improve completion rates, college readiness, and workforce readiness. Instructional strategies will focus on reading and math strategies, addressing learning disabilities, and using a variety of teaching strategies to improve student performance. To assist with the transfer of knowledge, instructors will complete assessment activities of the adult participants.

- C. Describe the agency's minimum qualifications for the instructors, counselors, and administrators delivering the program activities during 2020-2021.

MCSB requires instructors to hold a Bachelor's degree or higher from an accredited educational institution and to be certified by the State of Florida in the appropriate area. Instructors are further required to meet the requirements established by the FDOE of the Florida Statutes to maintain certification.



**Division of Career and Adult Education**  
**9D: Personnel Form, 2020-2021 Adult Education**

Summary Personnel Form			
Staff Type	Part-Time (Less than 30 hrs. per week)	Full-Time (30+ hrs. per week)	Total Number Paid by Grant Funds
Administrators	1		1
Counselors			
Instructors	4		0
Paraprofessionals			
Volunteers			
Less than 1 Year Experience			
1-3 Years' Experience			
More than 3 Years' Experience	4		0
No Certification	1		0
Adult Education Certification			
K-12 Certification	3		0
Special Education Certification			
TESOL Certification			

- D. Complete the **9-D: Personnel Form, 2020-2021**, and submit with application. This form is located in the Application Support Documents Section located on the Division's website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

## 10. Partnerships

**The state will consider:**

*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 Section 231(e)(10)**

**For questions A-C, please describe any changes from the original application. If there are no planned changes, grantee must write "No Planned Changes" in each section.**

- A. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners.

No planned changes

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

No planned changes

- C. Describe sub-recipient(s) partnership agreements in which instructional services are contracted (include sub-recipient name, how student data will be managed, projected enrollment, instructional practices, staffing, program offering, instructional schedule and total amount of funds).

No planned changes

**Note: If the grantee is subcontracting services to another entity (sub-recipient entity receiving funds must adhere to all federal and state assurances related to AEFLA). The grantee is solely responsible for:**



- 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.
- Clearly delineating the following information related to the sub-recipient(s): sub-recipient name, contact person, e-mail, 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.
- Ensuring that the Contractual Service Agreement(s) must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code.
- 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.

## 11. Support Services

### **The state will consider:**

*whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, 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 Section 231(e)(11)**

**For question A-B, grantee must provide a written response in each section.**

- A. Describe how the program will assess students' educational needs, need for support services, and accommodations during the 2020-2021 academic year.

The students are pretested upon enrollment to see what their educational needs are. If they show a need for support services and accommodations (or if they are requested), the teacher(s) reach out to the ESE department to work with them to create accommodations and supports that will help the student reach his/her goals.

- B. Describe the agency's coordination of support services (e.g., child care, transportation, mental health services, career planning, postsecondary advisement) to reduce barriers to

employment for adults to access educational services, support their academic advancement, and transition to postsecondary education or training during the 2020-2021 academic year.

The district works with Career Source for career planning and NFCC for postsecondary advisement as this helps students to reduce any barriers to employment and they are then able to access educational services, advance educationally and transition to postsecondary educational facilities or training for a career once they have completed the program and earn their GED.

## 12. High Quality Information and Data Collection Systems

**The state will consider:**

*whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;*

**WIOA Section 231(e)(12)**

**For question A-E, grantee must provide a written response in each section.**

A. Describe the agency's data management information system and practices for the following during the 2020-2021 academic year:

- Tracking student outcomes

Student outcomes are tracked through Skyward, the student information system (SIS), used by MCSD. Skyward has the capacity to report measurable participant outcomes, and data is reported to the FDOE in the appropriate reporting windows.

- Monitoring program performance

The MCSB-AE program performance is monitored through meetings with the instructors and information in Skyward. This ensures that students are making adequate progress throughout the program.

- Maintaining quality in the data

Monthly reports are run to ensure accuracy of data being reported. The data entry technical runs reports that are closely monitored by the Adult Education Coordinator and the instructors.

- Data collection and data privacy

Data is collected by the Adult Education Coordinator and recorded into Skyward which is a secure data site with limited access. Skyward is monitored by the District Network Manager. No student data is shared unless the students (or parent/guardian), has signed the appropriate FERPA documents.

- Tracking attendance records and

Students sign in and out daily. Attendance is entered by the instructor into Skyward. At the end of each month, the AE Coordinator reconciles attendance in Skyward with the sign in/sign out sheets.

- Tracking student assessments

All TABE test scores are verified then entered into Skyward by the AE Coordinator. Instructors can access assessment results at any time.

- B. Describe how the agency's personnel will engage in the collection, entry, attestation, correct errors, and resolution of issues in the data management system during the 2020-2021 academic year.



Once the AE Coordinator collects and enters all the data requirements, the MCSD-AE program has an MIS person who will run necessary reports and address any discrepancies in the data to ensure data is being reported correctly. Monthly or quarterly data reviews for the administrative team are scheduled. The District Admin. Team has developed a policy handbook that outlines policies and procedures for the department. The policy handbook includes policies and procedures for all data collection, including requirements for data collection for NRS.

- C. Describe how data will be used for program management, to measure participant outcomes, and program improvement, such as evaluating learning gains and student goal achievement during the 2020-2021 academic year.

Teachers review the Apex data and TABE data as well as summative and formative assessment data they have on each student to look at the program improvement for those students who may not have been reaching their learning goals. The district reviews learning gains and student goals as well as participant outcomes to determine if the program is effective or not. If it is not, then it digs deeper to find the root cause.

- D. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116) during the 2020-2021 academic year.

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.shtml>

- **Florida Colleges required reporting:**
  - Community College System Data Dictionaries and Student Database  
<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.shtml>
- **Community-Based Organizations required reporting:**
  - Community Based Organization Data Dictionaries and Student Database are available by request.

MCSB has a district MIS team that is responsible for reporting the data and does so in compliance with WDIS.

- E. Eligible recipients must submit a copy of the standardized Student Data Summary used by their agency for registration of students. This document must include all data elements listed on the **12-E: Student Data Summary** located in the Attachments section. This document is also located in the Application Support Documents Section located on the Division's website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

**Please see the attached program form**

Important reminder: The data elements listed on the student data summary document only include those required for federal accountability reporting. This does not represent all data required to be collected from students enrolled in district and college Adult Education Programs.

### **13. English Language Acquisition Programs and Civics Education Programs**

**The state will consider:**

*whether the local areas in which the eligible providers are located have a demonstrated need for additional English language acquisition programs and civics education programs.*

**WIOA Section 231(e)(13)**

**For question A-B, grantee must provide a written response in each section, if they use AEFLA funds to support English Language acquisition programs.**

An English language acquisition program is a program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent, transition to postsecondary education and training or

employment.

- A. Describe the local area demonstrated need for a program that integrates an English language acquisition and civics education program.

The MCSB rural area has a need to integrate English language acquisition and civics due to the various factors that rural counties have. There are students that come to us from various areas that are migrant and would like to find better opportunities than what they are currently doing. Additionally, some of these students have not been given a civics education in the United States and don't completely understand the civics of the US. The program allows them to learn in both areas while attaining their GED.

- B. Describe the program of instruction that the eligible provider will use to address the demonstrated need.

MCSB will continue to use Apex and Google Classroom currently (Google allows for translation), and when necessary the students may also use Rosetta stone for language acquisition. Apex includes civics in the platform for all students to use.

#### 14. Family Literacy Services

**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:*

- A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.*
- B. Interactive literacy activities between parents or family members and their children.*
- C. 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.*
- D. An age-appropriate education to prepare children for success in school and life experiences.*



**For questions A-B, please describe any changes from the original application. If there are no planned changes, grantee must write “No Planned Changes” in each section.**

**These questions only apply to grantees that indicated this program offering in their 2017-2018 grant application.**

- A. Describe how the local area has a demonstrated need for a program that integrates family literacy educational services.

No planned changes

- B. Describe the program’s experience with and/or ability to provide Family Literacy services. Include information regarding:

- a. Curriculum/material used to provide instruction to this population,

No planned changes

- b. Types of activities that will be implemented in family literacy program, and

No planned changes

- c. Partnerships, support services and accommodations.

No planned changes

## **15. Budget Narrative**

**For question A-E, grantee must provide a written response in each section.**

- A. Explain how the funds awarded will be spent to meet the objectives consistent with the requirements of WIOA (as outlined in the eligible providers’ written narrative response to the thirteen (13) considerations).

The proposed budget is thorough, specific and supports the proposed project. The proposed project budget present expenses that are allowable, realistic, accurate and clearly relate to and reflect project activities, objectives and outcomes. The salary included is for the AE Coordinator. This proposed budget will cover the expense of classroom supplies, TABE administrations, workbooks and recruitment to promote the



AE program. Also, included in the proposed budget are funds for travel and registration fees for ACE of Florida Conference to learn about new best practices and to receive valuable training to bring back to the AE program.

B. Describe how funds will be used to supplement adult education services.

These funds will be used to supplement the cost of instruction for the current MCSD-AE services currently offered as well as to continue promoting the evening courses we added to meet the needs of the students. Depending on participation and need, classes may be offered at the current location or another site within the county as well as online (if necessary due to the pandemic).

C. Describe any fiscal cooperative arrangements the eligible provider has with other agencies, institutions, core partners, or organization for the delivery of adult education and literacy activities.

MCSB partners with Career Source to utilize their space and computers for our students.

The partnership does not require that MCSB pay “rent” to Career Source at this time.

There are no other fiscal cooperative arrangements for the program.

D. **Continuation Funds:** Provide a detailed budget (**Budget Narrative, Form DOE 101S**). The written narrative must clearly provide direct linkage to the adult education program.

E. Complete and submit a signed Florida’s **15-E: Assurance and Acknowledgement Form, 2020-2021, Adult General Education Grant**. This form is located on the Division’s website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

**NOTE: Form signed by officials other than the appropriate agency head, 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. Must attach the letter or documentation.**

**Budget Narrative Form, DOE 101S**



Division of Career and Adult Education  
2020-2021 Adult General Education  
Assurances and Acknowledgements

TAPS# 21B022

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

Madison County School Board (Shirley Joseph, Superintendent), hereby acknowledge and agrees to the statements below.

**A. Adult Education Instructional and Programmatic Assurances**

The Grantee agrees:

- Sdj 1. To establish a minimum level of adult education instructional service for the county it serves through the following provisions:

  - a) Provide access to instructional services and create an instructional calendar which will ensure students a minimum **of 10 hours** of instruction per week per program for at least **32 weeks** of the year;
  - b) Submit verification of the provision (above) in the form entitled, "Fiscal year 2020-21 Program Schedule by County and Site" as part of the application;
  - c) Provide periodic updates to the program schedule in b) when requested; and,
  - d) Enroll during the fiscal year a **minimum of 20 students**.
- Sdj 2. To establish a **one-year extension** enrollment target for 2020-21 in its application proposal and to meet that level throughout the terms of the grant.
- Sdj 3. To use the Florida adult education curriculum frameworks located at <http://fldoe.org/academics/career-adult-edu/adult-edu/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
- Sdj 4. To ensure that all adult education teachers meet the minimum requirements set forth per section 1012.39 (1)(b), F.S.





5. To comply with all adult education provisions found in sections 1004.02; 1004.92; 1004.93 and 1011.80 Florida Statutes. The statutory language may be accessed through this site: <http://www.leg.state.fl.us/Statutes>
6. To comply with State Board of Education Rules 6A-6.014, 6A-6.0571, 6A-10.0381 F.A.C and technical assistance papers titled, "Florida Adult Education Assessment Technical Assistance Paper and Florida Adult High School Technical Assistance Paper" available at <http://fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.shtml>.
7. To assure that costs associated with the GED® tests, test administration, proctoring, travel, or any other activity relating to the actual GED® test process are not allowable, and no expenditures may be charged to the Federal grant for such activities. The only allowable costs are those instructional costs associated with test preparation instruction (e.g., instruction, materials for instruction).
8. To provide local professional development for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.

#### **B. Adult Education Program Performance: Program Improvement and Data Reporting**

##### **The Grantee agrees:**




1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Workforce Innovation and Opportunity Act (WIOA) and the National Reporting System (NRS). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
- Failure to collect and report accurate and complete data during the required reporting periods may result in the return of funds.
  - If a sub-recipient or partner is used for instructional services, it is the sole responsibility of the Grantee to ensure the sub-recipient adheres to the prescribed data collection and reporting requirements.
2. To ensure accurate and detailed reporting, as mandated by the Workforce Innovation and Opportunity Act and the National Reporting System, by making every effort to collect social security numbers without coercion or to use a Florida student identification number associated with a social security number for all adult education participants (including English Language Learners), as specified under s. 1008.396, F.S.
3. To accept that failure to collect social security numbers can result in a negative impact on any performance measure that requires follow-up into postsecondary education and employment and that without a social security number additional data collection on exit outcomes may be required to be collected and submitted through a supplemental process.
4. To agree to accept the State Performance Targets for measurable skills gains as negotiated by the Division of Career and Adult Education (DCAE) for each program type (ABE or ESL) with the United States Department of Education, Office of Career, Technical and Adult Education (OCTAE) on an annual basis.
5. To accept that each eligible recipient will be expected to meet the state performance target for Exit-based Performance Indicators beginning in program year 2020-21. The DCAE negotiates State Performance Targets for each indicator with the OCTAE on an annual basis.

-  6. To accept that performance on Florida's Adult Education State Performance Target is based on each recipient's accurate data submission of student enrollment and completion data as reported to the state, also to be included in the WIOA Annual Performance Report and in the National Reporting System (NRS) Table 5, which is submitted annually to OCTAE by the FDOE. This includes enrollment and completion data for each eligible sub-recipient regardless of whether the data was submitted to the FDOE by the Grantee or directly by the sub-recipient.

-  7. To accept the requirements to implement additional program improvement measures and/or activities if any of the following conditions occur:
- a) Grantee is not meeting 90% of the required performance targets.
  - b) Grantee is not meeting the state goal for post-test rate of 70% of eligible participants. The state goal for post-test rate is adopted annually in the Adult Education Assessment Technical Assistance.
  - c) The DCAE determines that an eligible recipient is not properly implementing an AEPIP or is not making substantial progress meeting measurable skills gains for the purposes of the Act. NOTE: DCAE staff will work with the Grantee to implement improvement strategies and activities consistent with the requirements of the Act.



### **C. Collaboration and Coordination of Services of Participants in WIOA Core Partner Programs**

The Grantee agrees:

-  1. To coordinate programs, activities, and service with other WIOA partners to ensure non-duplication of service(s).
-  2. To align program activities to the Local Workforce Development Board (LWDB) Plan for WIOA providers, collaborate to provide supportive services, and partner to promote concurrent enrollment with Title I programs.
-  3. To enter in an umbrella memorandum of understanding or a separate memorandum of understanding relating the operation of the one-stop delivery system in the local area with the LWDB.

### **D. Grants and Fiscal Management and other Federal and State Administrative Provisions**

The Grantee agrees:

-  1. To accept that funds will be made available for the July 1, 2020 to June 30, 2021 grant period are subject to funding appropriation.
-  2. To accept overall responsibility for ensuring that the grant funds are managed in accordance with the AEFLA, GEPA, OMB Circulars, UGG, EDGAR, and any other relevant statutes, regulations for guidance. Furthermore, the applicant accepts the responsibility to use fiscal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:
- a) Education Department General Administrative Regulations (EDGAR)  
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
  - b) 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.



3. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
4. To accept the requirement that the FDOE will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
- 2 C.F.R. 200 of the Uniform Guidance  
<https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
  - Florida Department of Financial Services **Reference Guide for State Expenditures** (<https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>) and guidelines published in the Florida Department of Education's **Green Book** available at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.
  - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
5. To ensure that funds received through this grant will be used to supplement WIOA eligible adult education programs operating with local funds and will in no case be used to supplant local and state funding for such programs. For a list of eligible programs, see attachment titled "WIOA Eligible Adult General Education Programs."
6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
7. To accept that FDOE contract managers will periodically review the progress made on the activities and deliverables listed. If the Grantee fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the Grantee redo the work or terminate the contract.
8. To submit a completed DOE 499 form, Final Project Disbursement Report, DOE 499A Program Income Summary Worksheet and the Projected Equipment Purchases Form to the FLDOE, Comptroller's Office, by August 20, 2021.
9. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
10. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

11. To accept that if Grantee, in FDOE's sole determination, fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

#### **E. Data Privacy and Security**

##### **The Grantee agrees:**

1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at [http://uscode.house.gov/view.xhtml?req=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)). The USDOE provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>

2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

4. To inform individuals applying for or receiving services, in writing, that their personal and confidential information:
- a) will be shared only among the WIOA core program partner staff and subcontractors;
  - b) will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and
  - c) will not be shared among WIOA core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.

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**I certify that I have reviewed, understand, and agree to comply with the above assurances.**

5  
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Shirley Joseph

Print Name of Agency Head

Lisa Rodenck

Print Name of Program Contact

Shirley Joseph

Signature of Agency Head

Lisa Rodenck

Signature of Program Contact



In addition to the required narrative, the recipient must complete the Budget Narrative Form, DOE 101S, in detail, and ensure alignment with the program's goals, objectives, and proposed costs.

The DOE 101S, Budget Narrative Form is not included in the maximum page count for this Narrative Components section.

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.

Note: The budget form is an Excel document titled Budget Narrative Form, DOE 101S. Please visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.shtml> and see the 2020-2021 RFA Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

All Adult Education recipients must use the Budget Narrative Form, DOE 101S.

All Adult Education applications must also include a separate Budget Narrative Form, DOE 101S, for each sub-recipient receiving fiscal funds from this award project (must include a copy of the contractual services agreement).



## **16. Support for the Strategic Plan**

Describe how the project will incorporate one or more of the Strategic Goals included in the Florida's Next Generation PreK-20 Education Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Provide for increase retention and adequate enrollment through utilization of Adult Education.

Provide appropriate resources and further develop partnerships with community agencies to enhance ongoing transition programming for Adult General Education to be eligible clients in order to create a skilled workforce and enhance Madison County's economic development.

Provide PD to teachers to ensure that the education in the Adult General Education Program provides quality and efficient services to its clients.

## **17. General Education Provisions Act (GEPA) – For Federal Programs**

Grantees 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>.

The GEPA, one-page response is not included in the maximum page count for the Narrative Section.

Madison County School District strives to insure all stakeholders are treated equitably and have access to all educational resources found within our district. No person shall be denied equal access to employment programs, or activities provided by Madison County School District.

Further, we provide reasonable and appropriate accommodations in response to the needs of our students, faculty, community members and other participants.

No person shall, on the basis of race, color, religious beliefs, national or ethnic origin to be excluded from participation in, be denied the benefits or, be subjected to discrimination under

any education program or activity, or in any employment conditions or practices conducted by this school district except as provided by law.

### **State Performance Accountability**

There are three important reasons for creating a data-driven accountability system for adult education programs:

1. The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance.
2. The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
3. Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

The Division of Career and Adult Education negotiates State Targets for each required performance indicator with the United States Department of Education, Office of Career, Technical and Adult Education (OCTAE) on an annual basis (each eligible provider will be expected to meet the State Targets).

### **Program Improvement Plan**

During this one-year extension period, all awarded grantees are expected to meet at least 90% of the State Targets for each required performance indicator.

### **Technical Assistance**

If, based on the eligible provider's local level performance, the Division of Career and Adult Education determines that a grantee is not properly implementing their AEPIP or is not making substantial progress in meeting the purposes of the Act, division staff will work with the eligible recipient to implement improvement strategies and activities consistent with the requirements of the Act.

The Chancellor of the Division of Career and Adult Education may form one or more technical assistance teams consisting of peers from local institutions and/or state staff to provide high level technical assistance to eligible providers.

## **DATA REPORTING**

### **Project Performance Accountability and Reporting Requirements**

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d) and (1)(e), Florida Statutes. (Refer to the Project Performance Accountability and Reporting Requirements table located below.)

### **Program Income: Federal**

All agencies are required to identify their selected program income reporting method. 2 C.F.R. 200 of the Uniform Guidance, 200.307 – Program Income and the [Green Book](#) describe the ways for applying program income to the AEFLA grants:

1. **Deduction.** Ordinarily, program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project. MCSB will use the deduction for any program income.
2. **Addition.** With prior approval (200.407 Prior Written Approval) of the Federal awarding agency, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purpose and the conditions of the Federal award.

All eligible providers requesting Adult Education Program Income (addition) method, must obtain prior written approval from the Florida Department of Education.

**Agencies must submit their written request with their grant application.**

If you have questions regarding fiscal reporting of program income, contact the DOE Comptroller's Office at (850) 245-9147.



## Project Performance Accountability Form

The Division of Career and Adult Education has already populated this form with the required information.

- **Submit this form with the application as printed.**
- See Checklist (last page of this RFA) for proper placement of this form in the application package.

Project Performance and Accountability			
Scope of Work (see Project Design – Narrative)	Tasks (see Project Design – Narrative)	Deliverables	Due Date
<b>Measureable Skill Gains (MSG)</b>			
<b>Student Performances:</b>  <b>Educational Functioning Levels (EFL)</b> Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition and other literacy skills.  NRS reporting requires that the learner completes or advances one or more educational functioning level(s) or earns a standard diploma or high school equivalency.  Gains must be validated through the use of a NRS and State of Florida approved assessment instrument (see Program Background Information in the Attachments section) and in educational program areas which are reportable to the NRS and the state reporting systems.	Standardized Tests	Standardized Test Results	See appropriate data handbook for required reporting dates.
<b>Exit Based Performance Outcomes</b>	Note: States are required to collect and report this data. However, OCTAE has not established state performance targets for measures associated with these outcomes.		
<b>Employment Rate:</b> Demonstrate students find employment by the second quarter after exit and the fourth quarter after exit			See appropriate data handbook for required reporting dates. Note: employment and placement
<b>Median Earnings:</b> Demonstrate the median wages of exiters who are found employed in the second quarter after exit.	Placement Data	Student Database	



<p><b>Credential Attainment:</b>  Demonstrate that adult secondary students earn a high school diploma or equivalent within one year of exit and are found employed or enrolled in postsecondary.</p> <p>Demonstrate that students who are concurrently enrolled in postsecondary attain a postsecondary credential within one year of exit.</p>	Placement Data	Student Database	<p>information are not reported by agencies.  These students are identified through a data matching process by the FETPIP office.</p>
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# Madison County Adult Education Program



## Official Use Only

HS W/D Form \_\_\_\_\_

Enrollment Date \_\_\_\_\_

Withdrawal Date \_\_\_\_\_

**Directions:** Please print and use legal names. Please complete every requested item. Every item on this application is required by Florida Statute and/or Florida Statute Administrative Code.

\_\_\_\_\_ Program Requested: \_\_\_\_\_ Morning 9:00 a.m. – 12:30 p.m. \_\_\_\_\_ Evening 5:30 p.m. – 9:00 p.m.  
Date

\_\_\_\_\_ Last Name First Name Middle Name/Initial

Alias: \_\_\_\_\_ (If transcripts or test scores might be listed under another name.)

☐ Male

☐ Female

Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(Federal Legislation and FL Statute 119.071(5) requires the collection of social security numbers)

Permanent Address:

\_\_\_\_\_ Mailing Address City State Zip Code

Physical Address (If different from above)

Home Phone: \_\_\_\_\_ Emergency Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

Are you a Florida Resident? ☐ Yes ☐ No If Yes, what date did you start living in Florida? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

Are you Hispanic? ☐ Yes ☐ No

Which of the following best describes you? (Check all that apply)

☐ White (W)

☐ Black or  
African American (B)

☐ American Indian  
or Alaskan Native (I)

☐ Native Hawaiian or  
Pacific Islander (P)

☐ Race/Ethnicity Unknown

Are you a Nonresident Alien? ☐ Yes ☐ No

(An individual who has been admitted temporarily to the US as a non-immigrant, but is not a citizen, including those granted student visas.)

Madison County School District does not discriminate on the basis of race, color, natural origin, sex, religion, age, marital status or disability, recruitment, selection, treatment or termination of students.

Form updated: April 10, 2019

**LEVEL OF SCHOOLING**

		Highest degree or level of school completed.	
No schooling	(Please Check One)	Last grade completed	Where was this level achieved?  <input type="checkbox"/> U.S. Based Schooling  <input type="checkbox"/> Foreign Schooling
Grades 1-5			
Grades 6-8			
Grades 9-12 (no diploma)			
High School Diploma or Alternate Credential			
Certificate of High School Completion			
Equivalency Diploma based on passing GED test			
Some College No Degree			
College or Professional Degree			

**Background (select all that apply)**

Disabled \_\_\_\_\_  
On Public Assistance \_\_\_\_\_  
Living in Rural Area \_\_\_\_\_

**Institutional Programs (if applicable)**

Correctional Facility \_\_\_\_\_  
Community Correctional Program \_\_\_\_\_  
Other Institutional Setting \_\_\_\_\_

**STUDENT AGREEMENT**

- I understand that to make false or fraudulent statements within this application or residency statement may result in disciplinary action, payment of fees due, revoke, financial aid and/or invalidation of certifications earned.
- I understand and agree that I will be bound by the Madison School District regulations as published in the student handbook.
- I shall immediately notify the school district in writing should any of the information I have given change during my enrollment.
- I give my permission for Madison School District to request my educational records. These records may include the cumulative record and any other files and data that relate to the student such as results of special testing, psychological testing and statewide assessment (FCAT), etc.

\_\_\_\_\_  
Signature of Student\_\_\_\_\_  
Date



**ENROLLMENT INTENTIONS/PROGRAM TYPE (student must select all that apply)**

Check all that apply:

- ☐ I am enrolling in the Adult program for the first time.  
☐ I am a former student applying for re-admission.  
I last attended in \_\_\_\_\_ County during \_\_\_\_\_ school year.  
☐ I have a certificate of completion. (30)  
☐ I am a high school/GED graduate. (31)  
☐ I am a veteran (V)  
☐ I am enrolling in Adult Education to seek a GED or to improve academic skills.  
☐ I am enrolling in Adult Education to seek a regular high school diploma.  
☐ I am enrolling in ESOL

Last school attended: \_\_\_\_\_ Last grade &amp; year attended: \_\_\_\_\_

**DISCLOSURE**

Section 1006.07(1)(b) of the Florida Statutes requires that you furnish the following information upon registration in a Madison County School:

☐ Yes ☐ No I have had a previous school expulsion. Year \_\_\_\_\_ School District \_\_\_\_\_☐ Yes ☐ No I have an arrest record resulting in a charge. Charge(s): \_\_\_\_\_ Date of Offense \_\_\_\_\_☐ Yes ☐ No I am currently or have been under probation or Juvenile Justice Jurisdiction.  
If yes, name of Probation Officer: \_\_\_\_\_

If you have answered yes to any of the above, you are required to discuss pertinent history with the principal or designee prior to enrollment.

**EMPLOYMENT STATUS (student report one upon entry for each term/semester)**

Employed \_\_\_\_\_  
Unemployed (looking for employment) \_\_\_\_\_  
Not in labor force (not seeking employment) \_\_\_\_\_

**MEDIA RELEASE**☐ I DO ☐ I DO NOT

.....give my permission to Madison County School Board to use any photograph and/or video footage, in which I am included, in commercial advertisements, newsletters, or any other agency publication/film. I further release Madison County School Board from any liability for such use.

I understand that Madison County School Board is a non-profit agency and will not benefit financially from the use of any photograph and/or video footage in which I am included.

I certify that I have read the above statement, understand my right and agree with the content of the Release Agreement.

\_\_\_\_\_  
Applicant Signature\_\_\_\_\_  
Date

**Adult Student Goal(s):**

(Place a '1' by the primary goal, a '2' by the second goal.)

\_\_\_ Employment (A)

\_\_\_ Advance to Postsecondary Level (F)

\_\_\_ Retain Employment (C)

\_\_\_ Obtain Citizenship (I)

\_\_\_ Pass GED (D)

\_\_\_ Not Applicable (Z)

\_\_\_ Obtain H.S. Diploma (E)

**You are now ready to begin classes**

Below: Official Use only

**Assessment**

Every student is required to pretest within the first 12 hours of instruction

Assessment name: \_\_\_\_\_

Date: \_\_\_\_\_

Specify form, level, and scale scores

	Form	Level	Scale Score
Reading			
Math			
Language			

# Adult Education Program



## Cell Phones and Electronics Policy

I understand that students attending GED classes are not allowed to use cell phones or other electronic devices inside the GED Learning Center. I may possess one for emergency purposes or the use while on break, but it must be on silent mode.

---

Signature

Date

## Attendance Policy

I understand if I miss (6) consecutive classes, I will be withdrawn.

---

Signature

Date

## Driving Privilege

(Students under 18)

The Florida Legislature enacted requirements that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of all students between the ages of 14 and 18 who accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

I have read and understand the above policy on driving privileges.

---

Signature

Date



**Self-Evaluation Form**  
**Adult Education and Family Literacy Projects**

**Projects recommended for FY 2020-2021 continuation of funding must show successful performance accomplishments during the 2019-2020 project year. Any shortfalls or negative answer(s) must be explained below.**

**See Checklist (last page of this RFA document) for proper placement of this form in the application package.**

Agency Name Madison County School Board

County: Madison

Project # for 2019-2020: 400-1910B-0CG01

Form prepared by: Lisa Roderick

Agency Project Coordinator (name and title): Barbara Pettiford

Email: [Barbara.Pettiford@mcsbfl.us](mailto:Barbara.Pettiford@mcsbfl.us)

Agency staff designated to submit the NRS Reports through the online database:

(Name and Title): Kathy Smith, Administrative Assistant

Email: [Kathy.Smith@mcsbfl.us](mailto:Kathy.Smith@mcsbfl.us)

Mailing Address: 210 NE Duval Ave. Madison

FL Zip 32340

Phone number: 850-973-5022

Fax Number: 850-973-5027

Evaluation of FY 2019-2020 Project	Yes	No	If No, recipient must adequately explain any changes.
Data Collection and Reporting			
The agency project coordinator <u>understands requirements</u> of the National Reporting System (NRS) provided by the FL Dept. of Education, Division of Career and Adult Education.	X		
The agency project coordinator <u>has attended or identified a date to attend training</u> for National Reporting System (NRS) provided by the FL Dept. of Education, Division of Career and Adult Education.	X		
The agency project coordinator understands the data reporting requirement for NRS.	X		
Performance Target (NRS Enrollment)			

The agency enrolled a minimum of 20 students in the program.	X		
The agency met or exceeded the Year Two 90% enrollment target. If no, the agency must provide improvement strategies/activities proposed for the 2020-2021 year.		X	Due to the pandemic, and teachers being out ill previous to that for an extended period of time, we did not meet this component this year. We do have a waiver for this portion.
<b>Workforce Development Board Memorandum of Understanding (MOU) and Local One Stop Infrastructure Cost (IC) Agreement</b>			
Are all applicable collaboration agreements still in place (financial and non-financial)?	X		
Are any changes of modifications to the 2019-2020 approved <b><u>MOU and/or IC Agreements</u></b> proposed for 2020-2021? If yes, the agency provide a copy of the updated agreement with this application.		X	We can extend our MOU by a year, and because we have not met yet due to Covid-19, we are working from last year's MOU until Career Source has reopened.
Are there any changes or modifications to the 2019-2020 approved Local <b><u>One Stop Infrastructure Cost Agreement</u></b> ? If yes, agency provide a copy of the updated agreement with this application.		X	We can extend our MOU by a year, and because we have not met yet due to Covid-19, we are working from last year's MOU until Career Source has reopened.
Statutory Consideration			
Are the following <b>Statutory Considerations</b> still in place according to the original competitive application and any approved amendments?			
1. Regional needs assessment	X		
2. Serving individuals with disabilities	X		
3. Past Effectiveness	X		
4. Alignment with One-Stop partners and coordination with other agencies	X		
5. Intensity, duration and flexible scheduling	X		
6. Evidence-based instruction practices and reading instruction	X		
7. Effective use of technology and distance learning	X		
8. Facilitate learning in context	X		
9. Qualified instructor and staff	X		
10. Partnerships	X		
11. Support services	X		
12. High quality information and data collection systems	X		
13. Integrated English literacy and civics education	X		
14. Family literacy services (if applicable)			NA

**Florida Department of Education**  
**Risk Analysis**  
**Federal and State Grant Funding**  
**Florida School Districts, State Colleges, State Universities and State Agencies**

This form must be completed fully and accurately, including all attachments to be eligible to receive grant/project funding from the Department. All "No or N/A" responses require an explanation in the comment field. Should additional space be needed, a supplemental page which clearly identifies the applicable ID number on the form, should be included and placed behind the attachments. An original signature of the agency head who has legal authority to bind the Florida school district, state college, state university, or the state agency (hereafter referred to as the agency), and an original signature of the agency's head of financial management, is required. This form and attachments will remain in effect unless required by changes in federal or state law, other significant changes in 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 this form. Information submitted will be used to assess the financial and administrative capabilities to comply with requirements of grant/project funding. In this evaluation an agency may be determined fundable but deemed "high risk." If determined "high risk," special terms and conditions must be met as a condition for funding, and will be included on the Project Award Notification. In conjunction with this form, it is recommended that all employees of the agency that manage, directly or indirectly, grant/project awards complete the online DOE grants fiscal management training.

Madison County School Board

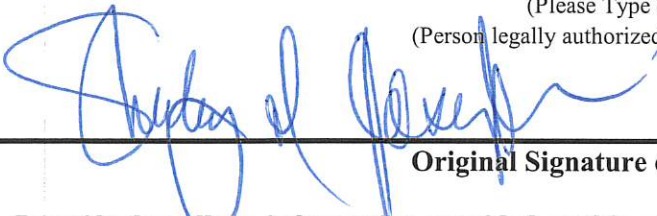
**Agency's Legal Name**  
(Name must match registered name with DUNS)  
(Please Type or Print)

**FEIN Number**  
F5960000721004

Shirley Joseph

**Name and Title of Agency Head**

(Please Type or Print)  
(Person legally authorized to bind the agency)



**Original Signature of Agency Head**

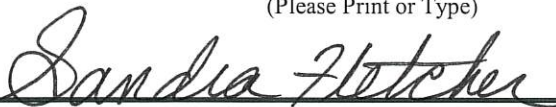
**Date**

**I certify that all the information provided on this application, and the documents attached are complete and correct to the best of my knowledge.**

*Sandra Fletcher*  
~~Edna Ealy~~, Finance Officer

**Name and Title of Agency's Head of Financial Management**

(Please Print or Type)



**Original Signature of Agency's Head of Financial Management**

**Date**

**Submit completed or amended form with attachments to:**

Florida Department of Education  
Bureau of Contracts, Grants and Procurement  
325 West Gaines Street  
Room 344 Turlington Building  
Tallahassee, Florida 32399-0400

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ID	Risk Identification	Yes	No	N/A	Comments
1	Are the agency's organizational policies and procedures approved by the agency's Board?	x			
2	Are annual operating budgets prepared, submitted to, and approved by the agency's Board prior to the start of each fiscal year?	x			
3	Do organization's policies and procedures require prior Board approval for large purchases and all applications for projects, grants, contracts, subawards or subcontracts?	x			
4	Does the agency's Board establish the salary ranges for all the agency's positions and approve salary increases for the Superintendent, President or Chief Executive Officer?	x			
5	Has the agency received, operated or managed any state or federal funds in the last five years?	x			
6	Has the agency ever had a government contract/project/agreement terminated?		x		If yes, explain:
7	Has the agency or any principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?		x		If yes, explain:
8	Has the agency or any principals thereof ever been the subject of a lawsuit or investigation alleging fraud, illegal activities or misappropriation of assets?		x		If yes, explain:
9	Does the agency employ a finance director/officer with at least three years experience in accounting?	x			
10	Has the agency experienced turnover in the following positions within the past year?				
	a. Superintendent, President or Chief Executive Officer?	x		x	
	b. Finance Director/Manager/Controller?	x			

ID	Risk Identification	Yes	No	N/A	Comments
11	Does the agency maintain current formal written policies and procedures related to the following:				
	a. Bank reconciliations	x			
	b. Cash management	x			
	c. Compensation and fringe benefits	x			
	d. Confidentiality of records	x			
	e. Conflicts of interest & disclosures	x			
	f. Contract administration	x			
	g. Determining allowability of cost	x			
	h. Financial management	x			
	i. Indirect cost rate development	x			
	j. Payroll and time records	x			
	k. Personnel policies and procedures	x			
	l. Procurement	x			
	m. Method of conducting technical evaluations for competitive proposals	x			
	n. Record retention requirements	x			
	o. Travel	x			
	p. Use of credit/debit cards	x			
12	Does the agency maintain a fixed asset management system, with policies and procedures with the following components:				
	a. Unique property identification number	x			
	b. Date of acquisition	x			
	c. Acquisition cost	x			
	d. Description of property	x			
	e. Location of property	x			
	f. Maintenance	x			
	g. Useful life and depreciation methods	x			
	h. Asset protection (physical safeguards, insurance requirements, etc.)	x			
13	Does the agency use an operating budget to control project funds?	x			
14	Does the agency have a federally approved indirect cost rate? If yes, please include a copy of the plan, as attachment N. (N/A for school districts)			x	
15	For staff working on a single federal cost objective, are semi-annual certifications maintained?	x			

ID	Risk Identification	Yes	No	N/A	Comments
16	For staff working on two or more single federal cost objectives, are personnel activity reports maintained?	x			
17	Is a complete personnel record kept on each person employed by the agency?	x			
18	Do the agency's written policies require that employees' timesheets be signed by the employee and the employee's immediate supervisor?		x		
19	Do travel expenditures require advance approval by an appropriate supervisor?	x			
20	Does the agency maintain a code of conduct that governs the performance of its officers, employees or agents engaged in procurement which will help to avoid any conflict of interest?	x			

## ATTACHMENTS

DOE USE ONLY

Initial

ID	(Please label each attachment as identified in the ID column)	Yes	No
A	Copy of the agency's registration with the Data Universal Numbering System (DUNS)		
B	Copy of the agency's registration with the System for Award Management (SAM)		
C	Copy of agency's current organizational chart		
D	Copy of agency's current policies and procedures to generate financial statements		
E	Copy of the agency's policy and procedures on payroll cost and time and effort reporting		
F	Copy of agency's current policies and procedures for purchasing		
G	Copy of agency's current policies and procedures for fixed assets		
H	Description of agency's financial management system		
I	Copy of agency's current chart of accounts (N/A for school districts)		
J	Copy of federal approved indirect cost plan and approval documentation, if applicable. (N/A for school districts)		



**Risk Analysis**  
**Federal and State Grant Funding**  
**Florida School Districts, State Colleges and State Universities**

**FOR DOE USE ONLY**

**Office of Audit Resolution and Monitoring**

Recommend agency for funding

Initial

Recommend agency for funding as "High Risk"

Initial

Agency "Not Recommended for Funding"

Initial

Special Conditions for "High Risk" or

Justification for "Not Recommended  
for Funding"

Signature

Date

**Bureau Chief, Contract, Grants and Procurement**

Agency Approved as Recommended

Initial

Agency is Approved with Special Conditions

Initial

Agency "IS NOT" Approved

Initial

Special Conditions or  
Justification for "Not Approved"

Signature

Date

**Adult General Education  
Fiscal Year 2020-2021**

**APPLICATION REVIEW CRITERIA AND CHECKLIST**

- Include this form in the application package and place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers at the bottom on every page consecutively, beginning with the DOE 100A as Page 1 of the application package. Page numbers written by hand are permissible if electronic numbering is a problem.
- Place a binder clip in the upper left corner of the complete application package (no spiral bindings, notebooks or cover pages).

PLACEMENT ORDER	ITEM	APPLICANT	DOE STAFF check appropriate box below	
		Indicate Page Numbers Below	Complete	Incomplete
1	DOE 100A, Project Application – with original signature	1-2		
2	DOE 101S, Budget Narrative Forms <ul style="list-style-type: none"> <li>• Continuation Budget</li> </ul>	3-5		
3	Projected Equipment Purchases Form <b>or</b> other equipment documentation - <i>if applicable</i>			
	<b>Narrative Components</b>			
4	1. Regional Needs Assessment	6-8		
	<ul style="list-style-type: none"> <li>• 1-E. Enrollment and Performance Form, 2020-2021, Adult General Education Grant</li> </ul>	7		
	2. Serving Individuals with Disabilities	8		
	3. Past Effectiveness	8-9		
	4. Alignment with One-Stop Partners and Coordination with other Agencies	9-11		
	5. Intensity, Duration and Flexible Scheduling	11-14		
	<ul style="list-style-type: none"> <li>• 5-A. Program Offerings Form, 2020-2021, Adult General Education Grant</li> </ul>	12		
	<ul style="list-style-type: none"> <li>• 5-B. Program Schedule by County and Site Form, 2020-2021 Adult General Education Grant</li> </ul>	13		
	6. Evidence-Based Instructional Practices and Reading Instruction	15		
	7. Effective Use of Technology and Distance Learning	15-18		
	8. Facilitate Learning in Context	18-22		
	<ul style="list-style-type: none"> <li>• 8-F Integrated Education and Training Program of Study Form</li> </ul>	19-20		

PLACEMENT ORDER	ITEM	APPLICANT	DOE STAFF check appropriate box below	
		Indicate Page Numbers Below	Complete	Incomplete
	9. Qualified instructors and Staff	22-24		
	• 9-D Personnel Form, 2020-2021	23		
	10. Partnerships	24-25		
	11. Support Services	25-26		
	12. High Quality Information and Data Collection Systems	26-29		
	• 12-E Student Data Summary	27		
	13. Language Acquisition and Civics Education	30		
	14. Family Literacy Services (if applicable)	30-31		
	15. Budget Narrative	32-35		
	• 15-E Assurance and Acknowledgement Form, 2020- 2021 Adult General Education Grant	36-41		
	16. Support for Strategic Plan	42		
	17. General Education Provisions Act (GEPA) – one page	42-43		
	<b>Attachments</b>			
5	MOU with LWDB, Local One-Stop Infrastructure Cost and/or Contractual Service Agreements – <i>if applicable</i>			
6	Project Performance and Accountability Form	44-45		
7	Program Income - <i>if applicable</i>			
8	Risk Analysis (DOE 610 or DOE 620) - <i>if applicable</i>	46-50		
9	Self-Evaluation Form			
10	Application Review Criteria and Checklist Form (must be last page)			