



Adult Education Competitive Grant Application Process

Question and Answers Set 2 (Questions 37-59) February 1, 2017

The questions and answers pertaining to the *Workforce Innovation and Opportunity Act (WIOA)* competitive grant funding have been compiled; combining duplicate questions received, and grouped in sets by date. Q & As will be numbered sequentially. Additional sets of questions will be posted once a week, or more often, if needed.

ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA)

37. Q. The federal administrative spending requirement is 5% in AEFLA. If the regional program can prove that this is too restrictive, what will the state office consider to be a reasonable percentage, a target or range of percentages, what will be considered reasonable or allowable for local administration?

37. A. Exemption from the five percent federal administrative spending requirement is based on multiple factors and may not be granted in all cases where an exemption is requested or at the rate requested. If an applicant requests an exemption, it should identify the proposed administrative spending rate and clearly state the reasons for the justification.

38. Q. Are there any specific educational requirements for the staff that are supported by the grant?

38. A. The only specific educational requirement is that teachers, at a minimum, have a bachelor's degree.

CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS (C&I)

39. Q. What is the relationship between AEFLA and C&I grants if different grant applicants win each separately?

39. A. If the regional awardees for AEFLA and C&I are not the same entity, each grant award will be administered and disbursed separately to each grant recipient.

40. Q. If C&I funds flow through regional fiscal agent, will they be required to have MOU with regional programs?

40. A. C&I funds will not flow through the AEFLA regional fiscal agency. The VDOE will distribute the funding directly to the regional C&I grant recipient.

41. Q. How will AEFLA funded programs not awarded C&I adjust?

41. A. In accordance with WIOA, up to 20 percent of WIOA, Section 231 (AEFLA) funding may be used for C&I programs. An eligible applicant should prepare its AEFLA grant proposal using the projected allocation amounts, realizing that adjustments will be made upon C&I final grant award determination.

DATA COLLECTION

42. Q. What is the purpose of Appendix E: Adult Education and Family Literacy Act (AEFLA) Reporting Tables - are applicants supposed to complete these tables as part of the application submission?

42. A. Appendix E was included as a reference to the data that will need to be collected by the grant recipient in 2017-18. This appendix is for information only.

43. Q. Data collection questions (Page 59) - what methodology? How? When will we have guidance from the state on what they expect from regions and local programs? Most are totally subjective and based on self-reporting. It is hard to answer this in the application when we are lacking guidance from OCTAE.

43. A. The National Reporting System (NRS) Table 10, Appendix E, on Page 59, in the Adult Education 2017-2018 Competitive Grant Application Package, represent the outcome achievement for adults in correctional education programs. The report is based on data entered into the state's management information system by local and regional providers. Guidance will be provided on the types of data required for accountability. The data should not be subjective, but shall be based on documentation maintained by the eligible provider. For example, student data should be valid and accurately reported, as well as maintained in student files.

44. Q. These outcome measures are not objectively verifiable and are based on self-reporting unless a SSN is required for each learner. Is it acceptable that SSN are not always reported? Not all outcome measures rely on social security numbers to evaluate outcome measure attainment. Is it acceptable that social security numbers are not always reported?

44. A. The adult education outcome measures are evaluated by verifying self-reported information maintained by the eligible provider. Verification of data reported is based on data matching, which incorporates social security numbers, name, gender, date of birth, and other elements for establishing student identity.

45. Q. Tom mentioned providing data based on outcomes for postsecondary education and employment, which is also mentioned in the RFP, but Table 5 does not provide any data. How are we supposed to obtain these outcomes?

45. A. The Virginia Department of Education is currently verifying the 2015-2016 outcome attainment data for the NRS Table 5. These data will be forthcoming and provided directly to regional and local managers.

46. Q. How are enrollment targets under AEFLA altered or changed if C&I is awarded to another eligible agency?

46. A. Enrollment targets are shared between the AEFLA and C&I grant recipients for the region (refer to the Adult Education 2017-2018 Competitive Grant Application Package, Appendix C, Page 34).

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

47. Q. For the IELCE/IET applications, it says we must show how curriculum is aligned with the English Language Proficiency Standards, but in the IELCE appendices, it refers several times to the Virginia Content Standards. Please clarify.

47. A. The term “State’s content standards” is found in the checklists created by USED’s OCTAE in Appendices J and K. This is a general term used by USED’s OCTAE in reference to the content standards adopted by each state. In Virginia, we will be transitioning in 2017-2018 from the Virginia ESOL standards to the English Language Proficiency (ELP) Standards for Adult Education that were released in October 2016, which are directly correlate to the College and Career Readiness Standards for Adult Education.

48. Q. PWCS is applying for IELCE grant funding as a locality. Through an MOU with each school division, may PWCS Adult Education provide IELCE services to Manassas City Public Schools and Manassas Park City Schools under the grant? Currently, PWCS Adult Education provides adult education services to these school divisions through an MOU with each school division under the AEFLA grant.

48. A. When applying for the IELCE grant, the applicant must address all geographic areas served within the program design. It is recommended that a MOU be developed in collaboration with all partners.

ONE-STOP CENTERS

49. Q. Region 22’s comprehensive One-Stop is in Fredericksburg. Does the contribution to infrastructure costs go to the comprehensive One-Stop or local VEC?

49. A. This is locally determined based on the region’s scope of services as identified in the MOU with the Local Workforce Development Board.

OTHER (MISCELLANEOUS)

50. Q. If a program has to make revisions, will the grant be returned to the program before being sent to the LWDB or will the grant be approved if the LWDB approves? Will the LWDBs be given an extension if they aren't meeting until after the 4-5-17 deadline?

50. A. The Adult Education grant applications are due to the Virginia Department of Education, Office of Career, Technical, and Adult Education on March 1, 2017. It is the responsibility of the eligible applicant to submit a completed grant application. The applications will be forwarded **as submitted** to the Local Workforce Development Board (LWDB) in each region. The local board will evaluate each application as described on Page 26 of the Adult Education 2017-2018 Competitive Grant Application Package, using scoring rubrics found on Pages 77, 94, and 122. The local board will review each application to determine the extent to which the grant activities align with the needs and activities of the LWDB plan. A rating (score) based on rubric (Appendices G, I, or K) will be assigned by the LWDB to each grant application. This score will be added to the rubric used by the external grant reviewers once it is received back at the Virginia Department of Education. No extensions will be allowed for the LWDB's review of grant applications and completion of the rating rubric beyond April 5, 2017.

51. Q. Define cover page. Is this included in the 30 pages?

51. A. The cover page for the AEFLA submission can be found on Page 68, for the C&I submission on Page 86, and for the IELCE submission on Page 103 in the Adult Education 2017-2018 Competitive Grant Application Package. The cover page is not included in the 30-page limit.

52. Q. Is the grant template online or do we recreate the form included in the physical packet we received today?

52. A. The Adult Education 2017-2018 Competitive Grant Application Package can be found at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

53. Q. Will the training provided through VALRC continue to be funded by VDOE or will regions pay?

53. A. At this time, professional development provided by Virginia Adult Learning Resource Center (VALRC) will continue to be funded by VDOE.

54. Q. Has the specialist position been eliminated with this competitive grant cycle? Previous competition detailed the position as a requirement. What rationale was used to omit the position?

54. A. The specialist position has not been eliminated. Each regional program has been given both the autonomy and flexibility in developing the administrative structure of the adult education program based upon the needs and resources of the region.

55. Q. Directions say 30 pages total for grant application length. Is this 30 pages for all three grants submitted or 30 pages per each grant application?

55. A. Grant submission guidelines apply to each individual Competitive Grant Application package, not collectively. Therefore applicants are allowed 30 pages for the AEFLA submission, 30 pages for the C&I submission, and 30 pages for the IELCE submission.

56. Q. Who from the Virginia Department of Education is participating on the State WDB? How is adult education represented?

56. A. Adult education is represented by the Secretary of Education on the Virginia Workforce Development Board.

57. Q. Where are the definitions for the “eligible providers”? Specifically, what is the difference between a community-based literacy organization or faith-based organization and a volunteer literacy organization?

57. A. The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization) that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development. A community-based organization has a 501(c)(3) tax-exemption status, which applies to entities that are organized and operated exclusively for religious, charitable, scientific, literary, or educational purposes. A community-based organization may have volunteer staff and paid staff.

A volunteer literacy organization may or may not have 501(c)(3) tax-exemption status and usually functions under state charter to focus specifically on literacy services. A volunteer literacy organization is staffed totally by volunteers.

58. Q. Do you have any idea if there is going to be a VAILL this summer?

58. A. Virginia Institute for Lifelong Learning (VAILL) will not be held during summer 2017. However, targeted virtual professional development will be provided to assist with WIO implementation.

PROFESSIONAL DEVELOPMENT

59. Q. There was a big push for PLCs, but there is no mention of PLCs in the grant. Are we expected to still hold these? They are mentioned in the state plan.

59. A. The implementation of standards-based instruction in all adult education classrooms is a high-priority goal for the Commonwealth of Virginia. The Adult Education 2017-2018 Competitive Grant Application requires applicants to describe how standards-based instruction will be implemented over the next three years. Additionally, as described in the WIOA Combined State Plan, Professional Learning Communities (PLC) are supported by the state as one of the most effective professional development tools to help ensure the implementation of standards-based instruction. However, PLCs, though encouraged, are not required professional development activities. Regional and local programs will make the determination of the professional development activities most needed to meet specific programmatic needs.