



Adult Education Competitive Grant Application Process

Question and Answers Set 3 (Questions 60-71) February 7, 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)

- 60. Q. On page 67 of the AEFLA grant it states “State General Adult Education (GAE) funds must be requested and expended by a local school division.” There is a tab in the Budget workbook for the GAE funds. If the school division is to request the funds and expend the funds, why is it in the workbook? How should we proceed with this GAE grant?**
60. A. General Adult Education (GAE) state funds are used to support regional adult education services. The region must identify in the grant application how these GAE funds will be used programmatically. If the regional fiscal agency is not a public school division, a Memorandum of Understanding shall be entered into with a local school division within the region to act as the entity to request GAE reimbursements.
- 61. Q. Under 1.2 Goals, are we supposed to write goals for each year-2017-18, 2018-19, 2019-20? Or can we write one goal that says by 2020 or do we have to write goals for each year?**
61. A. In the Adult Education 2017-2018 Competitive Grant Application Package, Section 1.2 asks for a minimum of three goals, with SMART objectives and method(s) of evaluation, for **each** of the years 2017-2018, 2018-2019, and 2019-2020.
- 62. Q. Region 20 has some data questions. Pertaining to 1.7.1 Data and Performance - what are the primary indicators of performance we are to look at for the coming year? I know there are 6 in NRS, but are we looking at Median Earnings and Effectiveness in Serving Employers? If so, how are we to do this?**
62. A. Because this is the first year of implementation for WIOA, the only measure that adult education programs can address is Educational Functioning Level (EFL) completion. The state agreed upon measure is 43 percent of adult education and literacy students will make an educational gain.

CORRECTIONS EDUCATION & OTHER INSTITUTIONALIZED INDIVIDUALS (C&I)

63. Q. C&I RFP Page 84 states that an applicant is not required to do all approved programs. One approved activity is transition to re-entry (last bullet). If we choose transition services, much of program design and instructional practices do not apply. In this case would the point requirement be reduced by points allotted for the inapplicable sections? Otherwise, it would not be possible to meet the minimum score of 107.

63. A. All sections of the competitive grant must be addressed in the application. The conclusion by the eligible applicant that certain sections of the scoring rubric are not applicable should be made only after careful consideration. Remember, it is the responsibility of the eligible applicant to submit a completed grant application. If it is determined by the grant review team that certain sections of the scoring rubric do not apply to the particular program design described by the eligible applicant, the point requirement for funding consideration will be prorated accordingly.

64. Q. Last Tuesday during the meeting, we were told that if C&I was awarded to another grant applicant, that entity would be a sub-recipient, and the regional fiscal agent would oversee both AEFLA and C&I. I am assuming based on the recent Q&A posting of questions number 39 and 40 in Set 2 of the questions and answers that this has now changed. I just want to make sure I understand correctly.

64. A. The responses released on February 1, 2017, correctly answers those questions.

65. Q. In the past, we have done all of our local match in AEFLA and not used any in C&I. Since the applications are now separate, do we have to provide at least 15% match for our C&I funds or can the entire match be used in AEFLA (15% of the total award)?

65. A. There must be a 15 percent match in AEFLA and a 15 percent match in C&I.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

66. Q. Pertaining to the additional funding that is available under the IEL/Civics grant, is it allowable to spend a portion of the funds on foreign credential evaluation for immigrant students if those students then enter into a credentialing program? Would this qualify as “promoting co-enrollment in programs and activities under title 1” as mentioned in the Competitive Grant Application Package on page 17 under the section entitled, “Activities Considered Local Administrative Costs?” My reason for asking is that many credential programs require a high school equivalency, but there is a cost of between \$100 and \$200 per student to have high

school equivalency documents translated and validated. This is often a prerequisite for industry specific training.

66. A. WIOA, Title II, adult education providers should work with training providers to determine requirements to enter training programs in advance. If secondary credentials are required by the training provider, payment for translation and validation of foreign high school equivalency documents is allowed as support services of the Integrated Education and Training (IET) component of the IELCE grant (also applies to IET component under AEFLA and C&I grants). Reimbursements will not be allowed for translation and validation of high school equivalency documents as a stand-alone service.

67. Q. For the additional funding that supports IET, can it be used for scholarships for students to enroll in programs that provide industry-specific credentialing as long as the credentialing organization is recognized by the Local Workforce Development Board (LWDB) (example: An approved vendor of the One-Stop)?

67. A. IELCE funding, including the additional funding that augments the development and delivery of the Integrated Education and Training (IET) component for eligible individuals, may be used for students to enroll in programs that provide industry-specific credentialing.

It is important to remember that WIOA and the Virginia Combined State Plan calls for the integration of services of the state workforce development system core partners, and although it is permissible for Title II, adult education, to fund the training component of IET, it is not in the spirit of coordinated efforts. An eligible applicant should exhaust all efforts to secure funding for the IET component from other partners to maximize overall efficiency and impact of the publicly funded workforce development system before assuming financial responsibility.

68. Q. Regarding the workforce training element of an IET, I am unsure about how far we need to go with students before handing them off to a partner in the career pathway. For example, would a program for ELLs which provides traditional adult education and literacy activities, workforce preparation activities in the form of resume writing, interview practice, and other similar activities conducted in class, and using materials and textbooks relevant to a particular career cluster (contextualizing learning to focus on a specific, high-demand career cluster), or do our students need to earn a certification in a field before moving on to a partner for further services as part of the career pathway (i.e.: a SafeServe certification for the Food Service industry)?

68. A. WIOA, Title II, adult education programs must work cooperatively with training providers to ensure a coordination of efforts in the delivery of IET services; therefore, there would be no need of “handing off” to a workforce training provider. Title II

providers should work with training providers to identify a single set of learning objectives to support all three IET components (contextualized adult education and literacy, contextualized workforce preparation activities, and workforce training for an occupation or industry).

Remember that this coordinated effort should address the occupational needs identified in the Local Workforce Development Board's plan. Collaboration with the Local Workforce Development Board, local employers, and training providers will assist the adult education program in the selection of high-demand occupations and the occupational training opportunities for the IET program.

69. Q. In putting together the components that need to be submitted for the IELCE grant application, we encountered some confusion regarding the text boxes on pp. 104-110 and the checklists on pp. 112-121 (appendices J and K). Do all of these questions need to be answered and submitted as part of the grant application, or are the checklists (appendices J and K) simply tools to facilitate answering the points to be addressed in the text boxes?

69. A. Eligible applicants must respond to the statements in the text boxes on pages 104 – 110 as part of the IELCE Competitive Grant Application. The checklists contained in Appendices J and K are resources developed by the federal office of OCTAE to help programs in their development or review of an IELCE program. The checklists are merely a resource to assist applicants and should not be submitted as part of the IELCE grant application.

OTHER (MISCELLANEOUS)

70. Q. How can an adult education provider ensure that the expenditure of funds will be used to supplement and not supplant WIOA, Title II funds?

70. A. Federal adult education funds must supplement and not supplant other federal, state or local public funds expended for adult education and literacy activities. States cannot withdraw state or local funds they are currently spending for adult education and replace them with federal adult education funds.

If there is an appearance of supplanting, the applicant or grantee will be required to supply documentation demonstrating that the reduction in non-federal resources occurred for reasons other than the receipt or expected receipt of federal funds.

71. Q. Is it permissible to have smaller font sized charts? Can we eliminate the pre-formatted textboxes as long as we keep the correct numbering of sections? Should we eliminate the gray shading?

71. A. You must respond to the statements within the textbox, using a 12-point font. Smaller font size is permissible for tables and charts, but must be readable. Gray shading merely indicates that it is a live box.