



## **Adult Education Competitive Grant Application Process**

### **Question and Answers Set 1 (Questions 1 – 36) January 27, 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.

#### **BUDGET**

- 1. Q. Do you want separate sheets for each locality as it says in the RFP on Page 18? Or not, as the workbook is only for the region?**
  1. A. A budget must be developed within the workbook for the entire region, not separate localities within the region. (Page 18 of the Adult Education 2017-2018 Competitive Grant Application Package shows the following correction: The eligible applicant must submit detailed budget worksheets electronically for each adult education ~~locality~~ **region** for which it is applying to provide services.)
- 2. Q. When will the budget workbook be corrected and posted on the website?**
  2. A. The corrected budget workbook is now available on the VDOE website at [http://www.doe.virginia.gov/instruction/adulted/grants\\_funding/index.shtml](http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml).
- 3. Q. What expenses are included (conference fees, travel? hourly wage for participation? administrative staff, teachers, or both? role of PLCs moving forward)?**
  3. A. All expenses related to a professional development activity are considered to be “administrative” costs, whether the professional development activity targets administrative staff, instructional staff, or both.
- 4. Q. Where does financial specialist wage/benefits come from, administration or instruction?**
  4. A. The salary or wage of an employee handling or managing the financial records of a Title II grant is an administrative cost.
- 5. Q. With the knowledge that administration funds now must be used for professional development of instructional staff, program management, and funds to the One-Stop, why were those funds reduced?**

5. A. Regional State Lead Coordinating Agency (SLCA) allocations are formula-based using the same American Community Survey (ACS) data used to determine regional AEFLA allocations. The ACS is the latest five-year “Educational Attainment” estimates by region. This information is impacted by population changes. Three-year estimates are no longer available. As a result, some regions saw a reduction in their 2017-2018 SLCA funding from the previous grant cycle in 2012-2013, while others saw an increase.
6. **Q. Can AEFLA and IELCE funds be utilized to fund occupational training classes provided through technical schools or community colleges for learners who do not otherwise qualify for funding through partner agencies?**
6. A. In accordance with the regulations, training as a component of an Integrated Education and Training program aligned with the Local Workforce Development Board’s (LWDB) local plans may be funded using WIOA, Section 231 (AEFLA) or WIOA, Section 243 (IELCE) funds.

## **CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS (C&I)**

7. **Q. What happens if no one applies for C&I in a particular region?**
7. A. The state will continue outreach efforts to ensure that there is at least one C&I provider in each adult education region as required by the Commonwealth of Virginia WIOA Combined State Plan.
8. **Q. What if a program applies for AEFLA, but not C&I?**
8. A. The applicant will only be considered for the AEFLA grant award. Applicants are not required to apply for both grants.
9. **Q. Will the AEFLA award recipient be forced to give up to 20 percent to a C&I grant recipient? How are we supposed to plan our budget without knowing?**
9. A. In accordance with WIOA, states may award up to 20 percent of funds available under AEFLA to programs for C&I within the adult education region. An applicant will prepare the AEFLA grant with full allocation amounts, realizing that adjustments will have to be made based upon C&I final grant award determination.
10. **Q. Detention centers include juveniles and adults. In Virginia, special education activities in jails are supported under DOE and juvenile detentions under State Operated Programs (SOP). Will AEFLA C&I funds be in addition to the funds already received under SOP and special education under DOE?**
10. A. C&I funds must supplement and not supplant other funds received; separate financial accounts must be maintained for C&I funds to clearly document an audit trail and avoid

co-mingling of funds. C&I grant recipients must also follow all applicable laws and regulations pertaining to the C&I funding. Eligible individuals under the age of 18 must not be subject to compulsory attendance laws. Further, C&I funds must not be used as a match for other federal funds.

## **DATA COLLECTION**

### **11. Q. When will the ESL EFL level descriptors be out? What are the 2017-18 EFL gain targets?**

11. A. No date or timeline has been published indicating when the English as a Second Language (ESL) Educational Functioning Levels (EFL) descriptors and the 2017-18 EFL gain targets will be available. They will be released for public comment before being finalized. The state negotiated a single combined EFL completion rate of 43 percent for 2017-18. The completion rate is a weighted calculation based upon the number of students that make an educational gain at each EFL. The state adult education office is developing guidance for collecting and reporting data pertaining to the National Reporting System (NRS) Tables located in Appendix E of the Adult Education 2017-2018 Competitive Grant Application Package. This information will be announced to WIOA, Title II grant recipients upon completion of the guidance.

### **12. Q. How do we find/calculate median earnings for participants for data collection, or is this done by the state office?**

12. A. Determination of the median earning of participants is the responsibility of the Virginia Department of Education. Eligible providers are not expected to determine this amount.

### **13. Q. Tom Suh mentioned at the meeting that a full year of data is required to be submitted with application. This is not mentioned in the application components. Do you just want the information in the narrative or do you want the data included in the appendices? Do you want all tables or just Table 4? How many years are we supposed to submit- 3 years?**

13. A. It was mentioned at the Competitive Grants for FY 2018 WIOA, Title II AEFLA Awards pre-proposal meeting that applicants must be able to demonstrate effectiveness at improving the adult education and literacy skills of eligible individuals and in the attainment of outcomes related to employment, attainment of a secondary school diploma or recognized equivalent, and transition to postsecondary education and training in order to be considered for Title II funding. It was also mentioned that applicants should use data from a full year, not a partial year (i.e., 2016-2017) to address the “demonstrated effectiveness” requirement. Specific instructions for addressing the demonstrated effectiveness requirement may be found on Page 70 for Adult Education and Family Literacy Act (AEFLA) Competitive Grant Application Package; on Page 88 for

Corrections Education and Other Institutionalized Individuals (C&I) Competitive Grant Application Package; and on Page 105 for Integrated English Literacy and Civics Education (IELCE) Competitive Grant Application Package.

**14. Q. How does a new adult education and literacy organization that is an eligible provider demonstrate past effectiveness?**

14. A. An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly those individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other related domains. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

**15. Q. Are students enrolled in IELCE programs separate or should not be included under the AEFLA funded activity for ELLs?**

15. A. Eligible providers must report adults enrolled in IELCE programs, funded under Section 243 of Title II, separate from adults enrolled in classes or programs funded under WIOA, Section 231 (AEFLA) of Title II. If Section 231 and Section 243 funding are both used to support the same adult education and literacy service, whether a class, a teacher, or a facility, the eligible provider is required to determine whether the student should be reported as an Integrated English Literacy and Civics Education student or as an Adult Basic Education, Adult Secondary Education, or English as a Second Language student.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)**

**16. Q. What is the difference between IELCE activities (231) and IELCE (243) programs? It seems like the distinction within the IELCE program is not clear. Or are the IELCE activities funded under 231 only under AEFLA programs?**

16. A. AEFLA: IELCE is one of the Adult Education and Literacy **activities** that may be provided with WIOA, Section 231 (AEFLA) funding. These IELCE activities include literacy, English language acquisition, and civics education and may include workforce training.

IELCE: The IELCE **program** is a separate funding source funded under WIOA, Section 243 (IELCE). The IELCE grant recipient must provide services in literacy, English language acquisition, civics education, AND Integrated Education and Training.

**17. Q. How many of the students need to be in Integrated Education & Training in an IELCE program to meet the criteria?**

17. A. All IELCE programs must provide English literacy and civics education in combination with integrated education and training activities. All IELCE enrolled students must be offered the opportunity to participate in the Integrated Education and Training (IET) component of the IELCE program; however, they are not required to do so.

**18. Q. How many of the students need to be in Integrated Education & Training in AEFLA to meet the criteria?**

18. A. Integrated Education and Training (IET) under WIOA, Section 231 (AEFLA) is allowable, but not a required activity. If a program provides IET activities, there is not a minimum number of learners required to participate.

**19. Q. Does the table with projected number of students and funding level on Page 16 of the competitive grant application package refer only to those students who go through IET of IELCE program, or do the numbers refer to all enrolled learners (at 12 hours of instruction and approved pre-test) and a smaller cohort could pass through IET component?**

19. A. Table 1, on Page 16, is the projected total number of NRS reportable enrolled learners in the IELCE program, including those learners who will participate in the IET program.

Table 2, Page 17, is the projected annual IET participant enrollment. This would be the “smaller cohort” referred to in the above Q19.

**20. Q. In reference to the additional funding for IET activities under the IELCE grant: is this in addition to the maximum \$100,000? Is this for industry-specific certifications funding? Contextualized English instruction?**

20. A. Table 2, Page 17 of the Competitive Grant Application Package is for the IET program only and is in addition to the amounts identified in Table 1, Page 16. The IET component of the IELCE program will be supported by the additional monies available from Table 2, Page 17.

**21. Q. What is a good resource for effective models of Integrated Education and Training (IET) programs for every skill level?**

21. A. *Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level* highlights several career pathways models that provide IET. This resource can be found at [www.Clasp.org/wioa-action](http://www.Clasp.org/wioa-action).

**22. Q. Are regions limited to the number of IELCE grants which can be received?**

22. A. The distribution of IELCE funding is based on the local workforce region’s need for education and training opportunities for the region’s immigrant population. There could be multiple awards in a region.

**23. Q. Can regions go for funds that exceed \$100,000 for IELCE grant?**

23. A. Based on clearly demonstrated need, an individual program may request a maximum of \$100,000 from Table 1, Page 16. If the grant is written for a region or consortium, the maximum requested could be greater than \$100,000.

#### **MEMORANDUM OF UNDERSTANDING (MOU)**

**24. Q. Is the MOU requirement an MOU with the Workforce Development Board (WDB) or with localities within the region? Is the MOU with the WDB sufficient or is a MOU with localities required?**

24. A. It is a requirement that an MOU be developed with the Local Workforce Development Board. It is recommended that an MOU be developed with all partners with whom you collaborate in providing an adult education program.

**25. Q. Are there examples of MOUs (templates available)?**

25. A. Yes, there are a number of online resources available, such as <https://www.pandadoc.com/memorandum-of-agreement-template> or <https://www.upcounsel.com/memorandum-of-agreement> .

**26. Q. Do grant MOUs have to be signed by all localities in the region?**

26. A. The specifications within the MOU will identify who will need to sign the MOU.

#### **ONE-STOP CENTERS**

**27. Q. As an eligible provider receiving AEFLA grant funds, do One-Stop Centers (infrastructure) costs have to be placed under administrative costs? May these costs be funded under any other section/line item?**

27. A. Yes, infrastructure costs are administrative costs and can be placed under any appropriate object code in the administrative portion of the budget. Remember that infrastructure costs are non-personnel costs.

**28. Q. Is there a cap (percentage of allocation) on the amount that adult education is expected to contribute? Is there a maximum cap on the workforce contribution from Adult Education? Is the LWDB allowed to offer a non-funding agreement with Title II provider?**

28. A. The federal guidance on this topic states that, “All partner contributions to the costs of operating and providing services within the one-stop delivery system must be proportionate to the benefits received and also must adhere to the partner program’s

Federal authorizing statute and to Federal cost principles requiring that costs are reasonable, necessary, and allocable.”

**29. Q. Where can eligible applicants find additional guidance on the one-stop partner infrastructure funding responsibilities?**

29. A. All required partners that carry out their program in the local area must contribute toward infrastructure costs based on their proportionate use of the one-stop delivery centers and relative benefits received. Shared infrastructure costs of one-stop centers must come out of administrative costs associated with the AEFLA grant award. Additional information regarding the infrastructure funding of the one-stop delivery system can be found at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-3.pdf>.

**OTHER (MISCELLANEOUS)**

**30. Q. The five questions on the LWDB Rubric for AEFLA review relate to Section 1.3 Capacity and Commitment only- specifically the items 1.3.2, 1.3.3, and 1.3.4. Will our entire RFP response be sent to the local boards to judge our Program Design, Instructional Practices, Budget and Finance, Data and Performance?**

30. A. Submitted applications will be sent in their entirety to the appropriate Local Workforce Development Board for review. The local board will evaluate each application as described on Page 26 of the Adult Education 2017-2018 Competitive Grant Application Package. The rubrics used for scoring can be found on Pages 77, 94, and 122 of the Competitive Grant Application Package. The state adult education office relies on each local board to review each application sufficiently to determine the extent to which the application is aligned with the education and training needs of the Local Workforce Development Board’s region.

**31. Q. After the competitive grants pre-proposal meeting, how will questions from eligible applicants be accepted?**

31. A. During the competitive grant application period, questions may be submitted via email to the Office of Career, Technical, and Adult Education at [oacl@doe.virginia.gov](mailto:oacl@doe.virginia.gov). Questions and their answers will be posted at <http://www.doe.virginia.gov/instruction/adulted>.

**32. Q. May an eligible applicant request additional time beyond March 1, 2017 to submit a grant application?**

32. A. Additional time will not be granted. To be considered for funding, applications containing all required materials must be delivered to the address specified in the grant application package no later than 4 p.m., Eastern Standard Time, on March 1, 2017. Incomplete applications and applications received after this deadline will not be



considered. Also, it is not the state adult education staff's responsibility to inform applicants of incomplete grant applications.

**33. Q. Can an eligible applicant submit grant applications to provide services in multiple regions?**

33. A. Eligible applicants may apply to provide services to multiple adult education regions and may be awarded multiple regional grants. However, no more than one AEFLA and C&I award will be made per region. Applicants must follow the grant submission guidelines that are outlined in the grant application package.

**34. Q. How may an eligible applicant access the local plan for the Local Workforce Development Board(s) (LWDB) in its respective region?**

34. A. Eligible applicants may contact the Local Workforce Development Board(s) (LWDB) directly to request the local plan. A list of LWDB points of contact can be found on the Elevate VA website at <https://www.servicelocator.org/workforcesystem/>.

**35. Q. Who will be serving on the grant review panel(s)?**

35. A. The panel of external grant reviewers will consist of individuals who have subject matter expertise in adult education and literacy, are not current grantees, represent a cross-section of provider types, and do not have conflicts of interest.

Local Workforce Development Board (LWDB) members will review Title II grant applications to determine their alignment with the local plan(s). Any Title II adult education grant recipient currently serving on an LWDB will not be included in the application review process.

## **PROFESSIONAL DEVELOPMENT**

**36. Q. As an eligible provider receiving AEFLA grant funds, do all professional development activities, to include those of teachers, have to be placed under administrative costs? Is this the case for IELCE grant funded professional development activities as well? May professional development activities for teachers no longer be placed under instructional funds?**

36. A. All professional development activities must be placed under administrative costs.