Request for Proposals for Consolidated Adult Education and Family Literacy Services TECHNICAL ASSISTANCE QUESTIONS & ANSWERS

1. **Do we base our budget narrative on the "established funds available" listed in the chart?**

   A: Base budgets on the funds available in the jurisdiction where you are providing services, and where funds are listed as total state allocation, applicants may request the amount of funds needed for serving their population.

2. **Do we request funding for Federal Institutionalized and the public school State AGE?**

   A: Federal institutional funds are requested for serving populations as described on page 12 RFP Overview section.

2.1. If yes, what is the ratio that we should use to calculate the numbers?

   A: We do not use a ratio.

3. **Do we request funding State AGE? How do we know what we are allocated for State AGE and the Federal Institutional that are only listed on the chart as a total for the state?**

   A: The AGE funds are available for applicants from public schools systems only as described on page 12 RFP Overview section. Where funds are listed as total state allocation, applicants may request the amount of funds needed for serving their population.

4. **Q: On page 15, what is the definition of "in kind"? Is this facility usage, electric, water, grant, manager, etc.?**

   A: In kind is a term used to describe an organization's non-cash contribution to the program activities that are essential for the operation of program. In kind contributions must be auditable.

5. **What type of person will review proposals?**

   A: Individuals who do not have a direct stake in the program and have an understanding of adult education and literacy; they may be representatives from external organizations and DLLR personnel. See Page 21 RFP Overview.

6. **What info will verify compliance with Data Quality Standards?**

   A: The Data Quality Checklist and its accompanying certification will verify compliance. Programs are expected to be at the Exemplary Standard or achieve this Exemplary Standard within the fiscal year. DLLR will also be monitoring programs at the local level.

7. **Do you recognize peer tutors? They have no degrees.**

   A: Peer tutors can be used in your program, but their hours cannot be counted in LACES.

8. **Wait List – What does "fully documented" mean?**

   A. The wait list needs to be documented with student names, dates - including length of time on the list, the program type, location. The wait list will be requested from each program at least once per year for federal and state reporting.

9. **Q: Class Size – Where do these recommendations come from?**

   A: This was based on previous adult education learner research studies. Because, there are no recent studies for requiring a specific class size range, the class size range is being recommended, rather than required.

10. **Q: Eligible Individuals – Are learners on J-1 Visas still not eligible under this RFP?**

    No, they are not eligible.

11. **Q: Can graphs or charts be in the narrative section?**

12. **Q: Are required documentation documents part of the 35 page narrative?**

    A: Charts and graphs may be included in the narrative section or in the document section. If the documentation (required or recommended) is included in the narrative, it is counted in the 35 page limit. If the documentation is included in the documentation section, it must be referenced in the narrative section. Again, charts and graphs in the documentation section do not count toward the 35 page limit.

13. **Q: Regarding the 35 page max. – Should each consideration be listed 1 out of <u>2</u> or 1 of <u>35?</u>**

    (Question pagination in the footer: Do we paginate for each section (pg. 1 of 35, 2 of 35…then 1 of 50, 2 of 50) or do we paginate for the entire document? (pg. 1 of 75, 7 of 75…75 of 75)

    A: They should be 1 out of 35. Each section is paginated separately.

14. **Q: Is the Program Overview part of the 35 pg. response?**

    A: Yes, it is part of the 35 page narrative limit.

15. **Q: Can one narrative response end and one start on same page?**

    A: Yes, but you must label the correlating *Consideration* that is being addressed.

16. **Q: Correction – PPT states 5 copies. RFP says original, plus 5 copies.**

    A: Correction made. It is the original application and 5 copies. The program is responsible for making certain that all copies are the same as the original.

17. **Q: Will slides from today be available to applicants?**

    A: Yes, they will be uploaded on the DLLR website, Adult Education – RFP Consolidated Adult Education and Family Literacy Services -Technical Assistance Resources.

18. **Q: How do I format 1.15 spacing?**

    A: Go into settings in Word and change to 1.15.

19. **Q: Overview – page 11 – 5th bullet – What are the "indicators of effectiveness in serving employers?" Are these documented somewhere?**

    A: This performance measure will be captured in the future; "indicators of effectiveness in serving employers" will be measured utilizing approaches suggested by the Departments of Labor and Education.

20. **For Title 1 - Youth Services - can 16 year olds be served for out of school programs? If so, can AE provide educational services to these youth?**

    A: AE fund use must meet the compulsory age limit for Maryland.

21. **Q: Can program funds be used to support tutoring?**

    A: Yes

22. **Q: Inconsistent PPT vs RFP – Required docs – resumes part of RFP vs when grant awarded Consideration 9 – are resumes required documentation?**

    A: If at the time of application submission, there is existing staff for the required positions, the resumes must be submitted with the grant application. If the program does not have existing staff it must be articulated that they will be hired and the resumes will be requested when grant is awarded.

23. **Q: Can students with a certificate of completion be served to attain a high school diploma?**

    A: Yes

24. **Q: Do volunteer tutors have to have a bachelor degree?**

    A:Yes

25. **Q: How many programs are currently funded?**

    A: 26

26. **Q: What about learners who are currently enrolled who will not be 18 on 07/01/17?**

    A: Programs must follow the compulsory age laws in Maryland for enrollment on 07/01/17. Currently enrolled students should be 17 as defined by the law on 07/01/16.

27. **Q: What happens if Congress doesn't support WIOA?**

    A: Funding will not be available.

28. **Q: Performance Measures – Do we use the State standards suggested for performance and negotiate later?**

    A: We do not negotiate in a competitive year. However, programs are expected to meet the State negotiated standards. Refer to page 11 in the RFP Overview

29. **Q: Would you give more detail on family literacy? Amount of funding? Requirements?**

    A. Refer to the Family Literacy on page 12 RFP Overview. Family Literacy has four components, see (https://lwis.dllr.state.md.us/ . The amount of funding is based total state allocation; applicants may request the amount of funds needed to serve the population. The Adult Education program must have a partner. The AE program provides an adult instructional program which meets all (DLLR) standards for Adult Education and Family Literacy. Under no circumstances may Adult Education and Family Literacy funds be used to support the interactive parent and child activities or the children's educational activities–these must be delivered and funded by a qualified partner with demonstrated expertise in age-appropriate children's education. The Parent Education component may be delivered and funded by either partner. Additionally, all partners must agree to commit resources for joint planning for integration of the four components and for team meetings.

30. **Q: Students taking college credit concurrently with ABE coursework – Does this count as IET?**

    A. Any IET program must offer simultaneously the three components as defined in Section 203 of the law. (Adult education and literacy activities; Workforce preparation activities; and Workforce training for a specific occupation or occupational cluster that has been identified as an industry with need for employees. The three components must be delivered concurrently and contextually.

31. **Q: EL/C - EL/C funding- is it permissible to serve undocumented ESL students? Can undocumented individuals be served, if yes, how can performance standards be met?**

    A: YES. See eligible individuals on page 5 and 6 RFP Overview. Also see page 11 of the RFP Overview Performance Accountability.

32. **Q: Does the local Workforce Board review for alignment BEFORE our submission, or AFTER?**

    A: You will submit your application to DLLR that will be prescreened for completion prior to the local workforce board review. Local Workforce Board will have the option to review the application for alignment or to make recommendations for alignment.

33. **Q: Does the "training" portion of the IET need to be validated in the National Clearing House or data match?**

    A: The National Student Clearing house only captures credit coursework at the Maryland community colleges at this time. The training component of the IET may include non-credit credential programs from the Eligible Training Provider List (ETPL). Students participating in IET will be reported by the provider in the LACES data system.

34. **Q: Should Adult Ed Director be recused from review of RFP at WDB meeting?**

    A: Yes...

35. **Q: In IET, what are approved partners for such training? Do they have to be community colleges?**

    A: There is an approved training provider list Eligible Training Provider List (ETPL)

36. **Q: If we don't have enough "work eligible" students for an IET component for EL/Civics, can we opt out of those funds?**

    A: The correct term is now IELCE. The student must meet the definition of an eligible individual as defined by the law. For IELCE, a training component must be available, not all students must participate. Choosing to opt out of IELCE funds would indicate that the applicant does not serve ELL populations.

37. **Q: Must EL/Civics student be documented and eligible for employment?**

    The correct term is now IELCE. The student must meet the definition of an eligible individual as defined by the

Law (see pages 5 -6 in RFP Overview section). There must be an available training component in an IELCE program. For IELCE a training component must be available, not all students must participate.

Questions #38- 41 have one ANSWER listed below #41

38. **Q: What is governance structure? Org. chart – are you looking for LEA chart for the county or our program for Ad. Ed.?**
39. **Q: Governance Structures: would that be LEA or is it at county level? Program/Institution?**
40. **Q: How deep of any organization chart is needed? Just the literacy area or the entire college with literacy included?**
41. **Q: How the program fits into the larger organization i.e. community college, public school, CBO?**

    A: Applicants should describe the organization's decision making process as it relates to the applicant's program operations. The documentation of the structure may be a chart or a detail of the process used.
42. **Q: In resources – scoring rubric there are 14 Considerations listed on the cover sheet but #14 isn't included?**

    A: Typo will be corrected – 13 considerations, plus the program overview = 14

Questions # 43, 44, 45, have one ANSWER listed below # 45

43. **Q: Consideration 2 - is this based on self-ID from the intake form? Is it from the barrier section or educational section or do we need to have IEPs?**
44. **Q: Cons. 2 – students with disabilities – what determines the number, are we to only count verified documented disabilities? Number of students serviced with disabilities is additional information not required.**
45. **Q: Number of students with disabilities served. Is this within our program or agency?**

    A: Describe how the agency will serve individuals with disabilities and policy used to determine disabilities.
46. **Q: Will we receive the FY16 performance ranking chart soon enough to use that data for the application?**

    A: No, the ranking chart is not used in a competitive grant application year
47. **Q: What does "student promotion policy" mean? (Section 1&2, p. 6).**

    A: Describe how students move from one level to the next – this is an additional piece of information and it is not required.
48. **Q: What is *unsubsidized employment* included in Consideration 13?**

    A: This term refers to work with earning provided by an employer that does not receive a subsidy to offset the wages and costs to employ an individual, such as TANF funding.
49. **Q: Is there any preference on how the schedule of the classes is to be presented and organized? By funding line? By level names? By intake dates?**

50. **Q: Class schedule – this is required, what should be included? I read somewhere in the RFP that class chart is not required until grant is awarded?**

    A: It would most helpful if the schedule is presented and organized by Educational Functioning Level. Refer to page 11 in the RFP Overview; the final class chart will be required when the grant is awarded.

51. **Q: Do we base technology on what we currently have or on what we will be reduced given the estimated funding allocations?**

    A: There is no funding allocation for technology except for the exceptions listed on page 13 in the RFP Overview under funding limitations #7.

52. **Q: In rural areas, we have usually multi-level classes ABE/ASE together, how should they be listed?**

    A: They are listed as multi-level classes.

53. **Q: If we offer class with partner must we pay part of instructor's salary? Does support from Director, IS or Transition Coordinator count?**

    A: In order to include those learners for reporting, the applicant must support substantial portion of the cost of services. For example, the instructor's salary could be split between the organizations.

54. **Q: IEL component in EL/Civics – can other classes be included (levels 1-5) as well as or only IEL classes?**

    A: The correct term is IELCE. (Integrated English Literacy and Civics Education). Classes may be multi-level. Refer to page 11 Considerations Narrative and Documentation section.

55. **Q: Consideration 6 "framework" what does this look like, how different from course description or class schedule?**

    Q: Cons. 6 – What is an example of "frameworks" under additional documentation?

    A: Syllabus, curriculum or anything that describes course content.

56. **Q: Consideration 7 - explain "learning management system"? Q: Cons. 7 – could you provide an example of a Learning Management System or clarify?**

    A: Examples are: Blackboard, Canvas

57. **Q: Consideration 13: if not providing ESL, do we skip this consideration or discuss referrals? (Otherwise we lose 5 points)? If we do not submit for our allocated EL/Civics funding will we be penalized? If we don't this year, can we ask for it in future continuation years?**

    A: The consideration calls for a response as to whether the local areas served by the provider **have a demonstrated need for additional English language acquisition programs and civics education programs.** Your response will be evaluated based on the quality of your response.

58. **Q: What percentage of activity must be IET?**

    A: See criteria:

a. IET and Content course must be <u>same intensity and duration with common outcomes</u>. Services must be provided concurrently and contextually such that –
b. Each of the components is of sufficient intensity and quality, and based on the most rigorous research available.
c. There is a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies.
d. Activities are organized to function cooperatively, occur simultaneously, and use occupationally relevant instructional materials.

59. **Q: Consideration 1 – who is considered a WIOA core partner?**

A: See Maryland State Plan – includes Adult Ed, Voc. Rehab, TANF, Wagner- Peyser, and Workforce Dev.

60. **Q: Consideration. 4 – Could you provide an example of documentation?**

A: Joint procedures for Core partners' staff training, data sharing, referral process.

61. **Q: Clarification- the actual narrative criteria checklist is not part of the narrative response (just a resource)?**

A: Yes

62. **Q: ELA Program – 1) suppose learners are working; 2) already in post secondary education and already with credential?**

A: The correct term is now IELCE. The student must meet the definition of an eligible individual as defined by the law. There must be an available training component in an IELCE program. For IELCE, a training component must be available, <u>not all students must participate</u>.

63. **Q: Will you post the Power Point after this meeting?**

A: Yes

64. **Q: Is there a minimum score that will be funded?**

A**:** 70

65. **Q: For consideration documentation, should they be listed as appendices? Ex. Organizational chart, Appendix 1?**

A: There is no Appendix section; documentation is in the Documentation Section and referred to as the Documentation Section in the Narrative.

66. **Q: Integrated English Literacy and Civic Education definition says it may include workforce training (how long has been in effect)? Is that still the case or has that become a must, include workforce training?**

A: IELCE is a requirement of WIOA that went into effect in July 2014

67. **Q: Does the Program Administrator sign the assurance page in addition to the signature of the grantee agency?**

    A: Yes

68. **Q: Will there be an opportunity for more Q&A after today, especially for new grantees?**

    A: Yes, email only to Michelle Frazier at **michelle.frazier@maryland.gov**

69. **Q: Assurances – do we delete current headers/footers and use the same as narrative header/footer and pages?**

    A: Assurances pages <u>do not</u> use the headers/footer from narrative and documentation sections; copy pages and sign where designated.

70. **Q: Are you held accountable to the projected revenue or actual?**

    A: You are accountable for actual revenue collected.

71. **How can we share cost with onsite partners?**

    A: Partners may contribute funds to your program; but to report enrollment to the grant, the applicant must bear a substantial portion of the cost of services.

72. **Q: Can grant funds be used to pay tutoring?**

    A: Yes

73. **Q: How will the budget be adjusted to meet WIOA contribution to WIB?**

    A: DLLR is the designated state agency responsible for this contribution.

74. **Q: For 20% matching funds, must they be secured by grant submission for FY18 funding? Unlikely our other funders will be fully committed by March of or next year?**

    A: The 20% match must be projected for the entire grant period, and you are held to spending the match during the grant period and documenting the expenditure.

75. **Q: Do we estimate match based on "estimated funds available" or proposed amount?**

    A: Match is based on proposed total project cost at the time of award.

76. **Q: Budget – do these all need same header, footer and page? (This is the same for Assurances)?**

    A: There are **No** headers and footers on Budget pages and Assurances pages; these have their own titles.

77. **Q: What are examples of Indirect Costs?**

    A: Fiscal Department, HR etc...

78. **Q: Is there a cap on the % of indirect costs we can request part of Admin.?**

    A: Indirect is part of the 5% administrative limit.

79. **Q: Can you claim indirect in the grant funding or can you only claim it as in-kind match?**

    A: Indirect costs can be budgeted in the 5% administrative costs supported by the grant funds.

80. **Q: Should we show classes that are supported by other funding or blended funding in our class schedule?**

    A: No class should be listed if supported by other funding, but can be listed if it is supported fully or partially by grant funds.

81. **Q: Can unrecovered indirect costs be included as part of our match?**

    A: No, indirect is limited to the 5% administrative cost.

Questions # 82 - 88 have one ANSWER listed below #88

82. **Can you further explain the use of LW funds to provide hold harmless for those who would lose more than 10% of funding from prior yr. allocation? Will this be true across all funding lines?**
    Funds available - explain footnote 5 "hold harmless for prior grantees and LW only (not ASE for example)
83. **Re: Hold Harmless – Even though this is a competitive grant it sound like if multiple agencies are re-awarded funds, the hold harmless policy suggests the funding ratios within that county will not change very much. Is this accurate? (This may have an impact on how we approach our budgets). I know Michelle said to budget for what we need, but it doesn't sound like we are likely to get more $$ (proportionately).**
84. **How should we budget for LW when allocation does not cover staff salary for our county?**
85. **Further, clarification for hold harmless – for current providers should proposed budgets be based on FY17 finding levels, the charts in the RFP or the hold harmless amounts by funding live?**
86. **P. 14 of Overview Funding allocation seems low. Would you explain?**
87. **If a current program secures the competitive grant does the "hold harmless guarantee" apply for those whose loss is greater than 10% of their allotment in FY17?**
88. **Should a program apply for the 10% hold harmless?**

    A: There are 50 % of State Literacy Works funds available as a hold harmless guarantee **for jurisdictions** that would lose greater than 10% of prior year allocations.

89. **In section 1 and 2 Narrative and Documentation, DLLR requires applicants to use the following forms provided in Resources Section of the RFP: . . . Eligibility, Competence and Commitment Chart.The Eligibility, Competence and Commitment Chart is not in the resources section.**

    A: This was listed in error. The required chart that is included in the Resources section was renamed: "Federal Performance Accountability Measures."

90. **On the row titled "Earned a High School Diploma" on the Federal Performance Accountability Measures Chart, several cells do not line up under the top row: actual FY201# above.**

A: The cells are not lined up properly; please make the necessary adjustments so that each set of two cells represents the *Actual FY 201#* that is titled above it and is under the *Projected FY2018* in the last column.

91. **Clarification on the requested governance structure piece, example or further explanation of what is needed to explain governance and decision-making processes in place between the program's fiscal agent and the grant program staff.**

A: Describe how your Adult Education office fits into the larger organization and the chain of command, which makes the decisions. Also, how the adult education office staff is organized (chain of command). Example: in a community college, the AE office may be housed under the Continuing Education Department.

92. **How would co-enrollment work, if we partnered with a training site and shared students? We understand it would involve cost sharing and it needs to be a Title 1 partner. What is an acceptable structure, are there any rules or parameters that constrict us?**

A: The structure of a training program where the AE student is co-enrolled in Title I should include the three components of an IET program (See Question # 57 for the criteria).

93. **Q: is permissible for us to submit bound copies of our previous audit reports? We have multiple copies on hand and would significantly save us from using additional paper to reproduce something that is already printed.**

A: Additional documents such as audit reports can be bound copies.

94. **Q: What does this statement mean? "A program may also charge individuals who do not qualify for adult education services and other non-participants for adult education services such as GED practice tests......." (P. 16 of the RFP Overview).**

A: This is in reference to learners fees (see restrictions on pages 15-16 Overview). This may include individuals who have graduate from high school and wish to upgrade their skills.

95. **Q: Where do we obtain information about "Earned a High School Diploma" on the Federal Performance Accountability Measures on Page 36 of the Resources section of the application?**

95.1 Q: I am using the Federal Performance Trends and Projections for our program to gather data for our grant application. The chart that I have uses Projected/Negotiated data for the FY 16 numbers as well as for FY17. I am wondering if I should have a later version with Actual data for FY16.

Is there an updated version that I should use? If not, should I use only data for the three years 2013-2015?

A: Applicants should use available program data sources for collecting and reporting outcomes. All data sources should be documented and based on valid and reliable means of assessing progress through the NRS levels.

96. **Q: What does the phrase, "# Hours Delivered" on the Federal Performance Accountability Measures, (Page 36 of the Resources Section) mean? Does this refer to "Total Attendance Hours" or "Total Instructional Hours"?**

A: This refers to instructional hours available in a program year.

97. Q: Could the formula used for the Literacy Works budget funds please be shared? There seem to be some wide variations from previous years, both ways more and way less allocated.

A: The Literacy Works funding included in the jurisdictional allocation chart is based on a formula of 50% need and 50% demand. Need is established using Census data on the number of individuals in each jurisdiction who have not completed high school and the number of individuals who do not speak English very well. Demand is established using LACES data on the number of students enrolled in the jurisdiction for the three most recent years available (14, 15, 16) along with program reported wait list data for the most recent year.

98. Q: In response to the narrative where we are to address our local Workforce Development plan, should we focus only on Section 6 –Title II – Adult Education and Family Literacy or should we focus on the entire plan? Also, should we focus or reference the local Workforce Development MOU in our response to the narrative?

A: The focus should be on the entire local Workforce Development plan as well as the MOU. The local Workforce Development Board will have the opportunity to review your entire proposal and comment on whether it aligns with the overall plan for WIOA services in the local area.

99. Q: The NEDP assurances statethat three NEDP advisor/ assessors be on staff for a combined minimum of 25 hours weekly. We currently have two advisor/assessors. Will we be required to hire a third staff person to comply?

A: A minimum of three (3) advisors/assessors are required to be trained and certified for each site. In the event that three trained advisor/assessor are not on staff, CASAS and DLLR should be notified and an agreement should be reached on how to continue. Possible remedies may include:

- Operate ***temporarily*** with less than three trained staff until a new staff member(s) can be trained. The client portfolios can be reviewed by staff from another site. Program must demonstrate when the program will comply with the assurance.
- Form a partnership with another NEDP site to help provide support to satisfy all the requirements of the program.

100. **Q: For the documentation for Consideration 12: Data Quality Checklist – do we include the first two pages of explanations and definitions? I didn't think so, but wanted to confirm. i.e. the first page of that should be the "Cover Sheet?"**

A: Yes, begin with the "**Data Quality Checklist Cover Sheet**". Omit the first two pages that simply include the Background and Purpose, Action Required, and definitions of the Content Areas.

101. **Q: Can Title II funds be used to pay for instructional costs related to career readiness/job preparation and basic computer skills?**

A: Yes, if instruction is contextualized and aligned with adult education instructional standards.

The following questions pertains to the Federal Performance Accountability Chart (Documentation for Consideration 3), the cost per student requested on the Cover Page, and the projected Class Schedule (Documentation for Consideration 5).

102. **Q. I am determining the cost per student based on the Federal Performance Accountability Chart (those having a minimum of 12 hours). The total number of students projected for the class schedule (I base it on State Numbers – all students), is different than the Performance Measures. I guess my question is two-fold:**

a. Should the numbers on the Federal Performance Accountability Chart (students with 12+ hours) match the projected number of students served on the class schedule (potentially including students with less than 12 hours)?

A: Not necessarily, there could be some variance because the class schedule is based on the program's capacity to serve. The PM chart is based on projected enrollment of learners who will participate 12 + hours (which is likely lesser students than those on the class schedule).

b. If the answer is no, do I show the cost per student based on the Federal Performance Accountability Chart or as compared to the class schedule (using projected State numbers).

A: Base cost per student on the projected enrollment on the class schedule.

103. **On the budget pages, under what category do we list the per student payment that is returned to DLLR for each registered client?**

A: This is a reference to the $15 newly enrolled NEDP client fees that are submitted to DLLR on a quarterly basis. NEDP programs should list these fees under the "OTHER CHARGES" category and the total amount is listed in the REVENUE Column on the NEDP narrative budget pages Note: REVENUE IS NOT LISTED ON THE BUDGET SUMMARY PAGE.

104. Q: May ASE requested funds be used for an online learning program for adults to obtain an accredited high school diploma that is not a Maryland High School diploma?

A: No

105. Q: Federal Performance Accountability Chart: Should the applicant include past performance #'s from the programs time under another grantee (previous provider for the jurisdiction)? Or just for the past year under the current provider?

A: Applicants must use the applicants' agency data from previous years. Data from another agency would not be permitted.

106. Q: Clarification of Q & A # 69 and #76

A: #69 The Assurances are pages must be printed and signed as is. There is no need to change formatting.

A: #76 the budget pages have page numbers that may change because of length and the budget type. There are no footers; you don't need to change the formatting.

107. Q: In Consideration 3, the instruction talks about the <u>state adjusted levels of performance,</u> is that the same as the state average on the ranking pages? Or is it the same as the negotiated performance?

A: The state adjusted levels of performance refer to the indicators of performance listed on the Federal Performance Accountability Measures Chart (i.e. ABE Levels1-6, ESL Levels 1-6, and Earned HS Diploma). See Resource section for the chart and Overview page 11 for the description.

108. Q: On the Federal Performance Accountability Measures Chart in the Overview page 11, there is no projection for ABE level 6. Are we required to project on this measure?

A: The State is not required to project on this measure with the OCTAE. We do, however, require that applicants project performance on this measure.

109. Q: On the Federal Performance Accountability Measures Chart in the Overview page11, there is no projection for ABE level 6. Are we required to project on this measure?

A: The State is not required to project on this measure with the OCTAE. We do, however, require that applicants project performance on this measure.

110. Q: *eligible individual* in RFP Overview page 5-6. The eligible participants must meet both of the first two bullets. Are they required to meet all three of the bullets in the second section or will they qualify if they meet any one of the three?

A: Students served must meet the first three bullets and either the fourth or the fifth bullet.

111. Q: Must we have 3 consecutive years of experience to be considered for a grant award?

A: Proposal narratives should respond to each criterion listed under the specific Consideration.

112. What tense should we be using for the responses to the narratives?

A: Specific tense is not indicated in the directions of the RFP.

113. We plan to include advertisements, calendars, schedules, and other pertinent resources that are specific to our program as documentation. Should they reflect our current fiscal year or FY'18?

A: Documentation for each Consideration is indicated under the Narrative Criteria. Documentation is submitted in a separate packet from the Narrative Response. Each piece of documentation must be labeled with a header to the correlating Consideration Narrative and footer with full program and page number.

(See page 2 of Section *1 & 2 Considerations Narrative & Documentation)*

114. Should we cite our documentation in the body of our narratives like you would appendixes? (e.g., Decision making falls under the jurisdiction of the SAAC (see documentation 1).

A: Documentation for each consideration is indicated under the Narrative Criteria. Documentation is submitted in a separate packet from the Narrative Response. Each piece of documentation must be labeled with a header to the correlating Consideration Narrative and footer with full program and page number. There aren't any appendices. (See page 2 of Section *1 & 2 Considerations Narrative & Documentation)*

115. In Resources page 34, it says to "Staple the complete application package in the upper left corner." Prior to that it says the application is all 4 sections. The documentation section alone is going to be too thick to staple. How should this be handled?

115.2 If we do not have staples or binder clips large enough to bind each application, can we use a rubber band as an alternative? If not, what alternatives would you suggest?

A: Staple each of the 4 sections and the Documentation section separately. We highly recommend using a heavy duty stapler for large sections and documents, rather than a binder clip or rubber band to prevent the possibility of papers becoming detached.

116. For Consideration 3 - <u>Program competency and past effectiveness</u>, what does "criteria" in the statement "Quantitative Data that Clearly Demonstrates the <u>Criteria</u>" refer to?

A: This refers to the items listed under the Narrative Criteria in Consideration 3. This is any quantitative data that supports the information cited in these items.

117. Per the instructions, we need to submit original and 5 hard copies. We wanted to confirm if sending the application electronically was needed.

A: Electronic copies are not permitted.

118. Q: Does this go in with the RFP or only after grant award?

The DQ checklist cover sheet states this at the bottom:

*****If a local program fails to meet *Exemplary* standards in any area, the program must complete and submit the *My Program at a Glance: Data Quality Improvement Plan* that describes how it will move toward *Exemplary* quality within the next fiscal year. The plan must address all standards that the program did not meet, describe what new policies or procedures it will put in place to meet the standards, identify barriers to moving to a higher quality level, and the technical assistance needed to implement the plan.

A: The DQ Checklist and Improvement plan (if applicable) are required documents in response to Consideration 12.

119. Q: When calculating that at minimum 35% of the matching contribution must be cash, does that refer to each individual budget, or is it for the entire grant?

For example, if one of the individual funding lines (i.e. Literacy Works) meets the 20% match, but the cash part of the match is less than 25% of that match, is that acceptable as long as for the entire grant budget (all funding lines together, i.e. LW, ABE&ESL, etc.), the 20% match is met as well as the minimum of 35% cash match?

A: The match and its components are based on the entire grant.

120. Q: Can you provide a definition for both Cash and In-Kind Match. Example: Would the portion of my salary that is paid for by the college be a cash or in-kind match.

A: Any project personnel salary that is paid by the applicant's organization may be used as either cash or in-kind match. In-kind- Defined as things that could exist (or could happen) without the grant, such as personnel time given to the project; use of existing equipment, use of existing computer lab equipment or facilities. Cash Match- real cash contributed to project such as Cash contributed by your organization; equipment to be purchased by your organization for project activities; personnel to be hired by the organization to help with the project, who will not be hired if the grant is not funded; paying for a project brochure and/or its dissemination.

121. Q: Clarification on the audit documentation. You are requesting "audit summaries," and we wanted to check what specifically you are requiring. Should this be our full audit (approximately 90 pages), our single audit (approximately 20 pages), or a shorter summary document prepared by our business office, which includes accountant verification of accounting principles?

A: Shorter summary document prepared by the business office, which includes accountant verification of accounting principles.

122. Q: Clarification on pagination for Documentation (Section 2). As we understand the RFP and follow up Q&A, we should start section 2 with page 1 and continue numbering every page of Documentation for this section. How do we handle documents that may have existing page numbers such as agreements, audits, etc.

A: This is an applicant's choice. You must ensure that the documentation is clearly identified using the instruction on page1 in Section 1&2 Considerations Narrative and Documentation.

123. Q: Clarification on Budget summary and narrative (Section 3). Do we need to add page numbers?

A: No.

124. Q: The application states we need to provide "audit summaries from two previous years including accountant verification of accounting principles" and "most recent A-133 audit summary or independent program audit of any adult education funds if applicable." Our A-133 report is about an 80 page PDF. Just to clarify, 6 total copies of this will need to be submitted for documentation?

A: Send one audit report with original application.

125. Q: According to slide page 85 of the Technical Assistance Briefing, professional development in literacy works should not count toward the administrative cap. Does this mean that it shouldn't be included in the Administrative section of the budget narrative? LACES personnel should not be included in the 5% administrative cap, correct?

A: Professional Development is an administrative cost but not counted in the 5% cap under the Literacy Works funding line, however, it is part of the 5% cap under other funding lines.
LACES personnel are an administrative cost but not counted in the 5% cap under the Literacy Works funding line; however, it is part of the 5% cap under any other funding line.

126. Q: Does this mean each piece of paper in the documentation section must be labeled or each different document that is provided? Examples- if staff resumes are multiple pages, do we label each page or just the first page? The audits are many pages- can we just label the 1st page of the audit? Etc.

126.1 Q: We are also struggling on how to put headers and footers on documentation that is already printed, such as fliers. We are considering using clear labels. I assume that all 5 sets of documentation (like fliers) will need to have headers and footers as well?

A: The purpose of the footers and headers is to make certain that the Reviewers can easily identify the documentation and its corresponding Consideration narrative. You just need to ensure that this happens. Also see Q122.