

Utah Adult Education WIOA Bidders Conference
February 1, 2017

Questions and Answers

- 1. If an agency is applying for all funding options should we check all of the options on page 3 of the application?**
 - Yes, mark the type of application and all focus areas that apply. Please remember that a separate application is needed for each type of application that you apply for not for each focus.

- 2. Do all five copies that are required have to have original signatures?**
 - Yes, all five copies have to have original signatures, no copies allowed. Also, please make sure that **blue ink** is used for all signatures. The blue ink is to ensure that the readers can tell that the signatures are original.

- 3. Since agency space can be used as an in-kind match donation is there a standard for what we should charge for space?**
 - The agency's facility department staff should know the costs. Cost standards will vary between agencies. You could do the same type of thing with custodian fees and other related in-kind considerations. A statement from HR typically would support personal in-kind donations.

- 4. Can you count all volunteers for match funds?**
 - Yes, volunteers can be counted as an in-kind expense IF they are specifically assigned to this grant project. To determine what the in-kind value would be calculate what you would pay each individual if you were a paid employee operating in the same role capacity that the volunteer fulfills. There is also the Independent Sector report on the value of volunteer time that is run for every state. This report can be found online.

- 5. If someone were preparing lessons, would their costs be considered administrative or direct services to student?**
 - If an outside contractor or teacher from the program must be hired for special projects that require specialized knowledge, skills or abilities the stipends are to be accounted for in section C of the budget. If a teacher is preparing lesson plans as part of their teaching assignment it is considered direct services to students.

- 6. If multiple agencies were planning to form a consortium, would the two years past effective data be compiled as a consortium or an individual agency?**

- Each applicant is required to submit data. All data should reflect just the agency applying for funding. Agencies planning to work together as a consortium should be noted in the context of the grant applications. Each agency's application should only reflect what the agency will "bring to the consortium". Keep in mind that an agency does not gain additional points for applying as a consortium.

7. How can agencies go about collecting the data required?

- USHE and applied technology center data as well as UTopia and program "in house" reports, America's Community Survey data report can all be used. Work with your local DWS economist.

8. Our agency is concerned about the demonstrated effectiveness page. We don't have a lot of data but this page is the first "sifter" in the grant approval process. How can we ensure that we have sufficient information to pass this step?

- Do your research, work with other agencies and collect/report as much as you can. Be specific, talk about what you can bring to the table that other agencies might not.

9. With other grants that we have submitted, often times after we submit the application it is then sent back for suggested revisions. Would that practice still occur? Is this application a one shot deal?

- Yes, this application is a one shot deal. Once you submit the application it is final. During the writing process please refer to the Reader's Resource Packet on page 20 to the scoring rubrics. These may be of help to you. You will be notified at each step if your application is moving on or if it has been rejected.

10. Is OCTAE and the Utah State Board of Education going to develop methods to monitor/share the outcomes of WIOA? Are the monitoring parameters going to be built into UTopia?

- We are not sure yet. There are still a lot of questions around WIOA reporting – what will be contained – what can be reported to programs as program outcomes while maintaining student level privacy. With this being a completely new law there will be a learning curve for all involved.

11. What if a student comes in and they don't want to join the workforce?

- The intent of WIOA is movement of people to employment or post-secondary training. Accept students where they are at the point of entry. They may not see themselves in a post-secondary or training program or in employment. However, the goal from WIOA interventions is to guide the student to the next steps in self-sufficiency. Programs must *offer* all students the tools and opportunities to take the next step in a career pathway. There are starting points all along the way. Please

refer to Appendix B in the Grant Application that says, “Not all students are required to participate in an IET whether by need or skill level. It is perfectly fine to integrate the other 8 literacy activities to prepare students to participate in IET.” Appendix C says in the Notes: “1.) Not all students receiving educational services under Section 243 will require employment related services and therefore may have no need to be co-enrolled in occupational training. 2.) Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.”

12. What if post-secondary education or employment is not necessarily the next step, how would programs that are primarily ESL programs approach this?

- Remember that our learners do not enter the programs at the same entry points. Remember that we must provide encouragement to the students. If you have students who do not want to enter post-secondary or training opportunities or employment because they are not ready that is okay. However, programs must have career pathways available for all students.

13. Is there a WIOA local plan and a state plan?

- Utah’s WIOA state plan is the local plan as UT is a single service state.

14. Are we allowed to call and ask questions?

- Yes of course. All questions asked will be posted and will be available to everyone.

15. Is there any “wiggle room” on people who are not effectively qualified?

- For full points on the application Adult Educators must be well-trained (qualified) with the credentials that the state has defined in the application and in Board Rule R277-733-(4)-(J-L).

16. Can a job description instead of a resume be attached to our application if we are creating a new position?

- Yes

17. Testing is a direct service to students, proctors are not always teachers what are the requirements for their qualifications?

- NOTE: change in response from Bidders’ conference: persons administering qualifying exams do not have to be qualified as a teacher, counselor or administrator. They may be a para-educator or in some cases a volunteer. Please re-read the descriptor of Qualifications for Staff on page 26 of the grant application for further clarification of WHO must be well-trained and what the state’s minimal standards are in meeting the definition of well-trained.

18. Does staff administering the TABE or ELL assessments need to have a bachelor's degree?

- No, ~~not necessarily, only if they are paid out of this grant do they need to be highly qualified.~~

19. If we have para-educators working in our program can they be funded through this grant?

- Yes, if they are employed as a para-educator and they have the responsibility of teaching they would have to meet the state's definition of well trained – see page 26 of the grant application for the definition. If you are in a situation of having a para-educator who is working on their bachelor's degree who is teaching you may expound on the situation defining when they will complete their college degree, what their responsibilities are etc. and the question may receive partial points for the response.

20. On the employee staffing sheet, how do we indicate that a director has responsibilities in multiple areas of focus?

- If a director is to be paid from the AELFA funds then you will need to declare how much of their time is spent in ABE, ELL or AHSC services. You may have more than one line of salary and benefits attached to this position.

21. How is FTE calculated for this grant?

- FTE is not the typical FTE that you may be used to. It is percentage of time spent on this project. Therefore, if you had a part time person paid entirely out of this grant their FTE would be 1.0. If you had a part time employee, who only half of their salary is paid out of this grant their FTE would be .50.

22. Is the vision for the one stop center to be located at DWS?

- Yes, the One Stop Centers will be located at the local DWS offices. Reach out to see how you can co-locate and serve shared clients, provide education information to inquiring clients etc.

23. There seems to be a lot of resistance from DWS for co-locating, of our services how do we overcome that?

- If you come across issues contact Marty Kelly for assistance. Consider asking the DWS office "If you won't come to me can I come to you?"

24. What kind of MOUs do we need to submit with this grant?

- MOUs are not needed to be submitted with the grants.

- 25. If an agency has time scheduled at a DWS location to consult and advise prospective perspective students is that considered administrative time?**
- Yes, marketing is administrative but if you are doing intake and orientation then the activity is considered direct services to students.
- 26. What is the difference between the funding we have been receiving for ELCivics and the WIOA 243 funding?**
- This section of money will be allocated separately from our BASIC funds. The funds must be competed.
- 27. Would we be advised to apply for both the ABE BASIC grant and the Section 243 funds?**
- Yes, apply for both grants as appropriate. Pay attention to the program criteria and expectations within the service focus as there are subtle differences.
- 28. If you are wanting to only provide services to one focus area of the grant do you still have to fill out the whole grant application and what should we put on the intensity of services?**
- Yes completing the entire grant application is required for any service focus that you are interested in requesting funding for. The intensity of services section must be completed for the service focus area(s) that you are competing for.
- 29. Will P&I be an option with state money also?**
- State Corrections funding is only available to programs that have a correctional facility that houses Utah Department of Offenders – state offenders. The AEFLA P&I funds can be used to serve both county and state offenders.
- 30. Are the attachments pertaining to Community-Based Organizations (page 40 of the application), to be submitted at the time of the initial application submission?**
- No, you only submit them if you are approved for a grant.

WIOA AEFLA Q and A
Week of 2.6.17

- 1. I have a staffing question to run by you regarding section 9B. It states rules about certifications, endorsements, etc. I have 2 teachers who have Bachelor's degrees and who have taken ESL coursework, but they are not certified teachers (hence no ESL endorsement as it is tied to licensing) and they did not go to Universities that offer TESOL. Am I able to argue that they fit the highly qualified staffing statement under 9B? If not, is it just points lost under that section or would we get a 0 score on that part of the grant. OR, is it not allowed at all to fund them under this grant?**

 - The state requirement pertaining to licensure has been in Board rule for several years and has been discussed at directors' meeting more than once. R277-733-4-(J-K) <http://www.rules.utah.gov/publicat/code/r277/r277-733.htm#T4> With this competition the USBE is taking steps to start enforcing best practice and Board Rule. For the section you should speak to the staff you are planning on assigning or hiring for the project and why they are not "well trained...who meet the minimum state standard" and what your plan is to correct the issue as you move into year one and possible future years. Partial points may awarded by the readers.

- 2. Please provide further clarification on Supplement vs. Supplant.**

 - AEFLA funds should be considered supplemental to the "main funds" that an agency utilizes to provide literacy services to the adult learner. You should always ask the question "how can I utilize AEFLA funds to enhance/augment/expand what my agency is already offering in meeting the academic needs of the adult learner". Supplanting refers to using AEFLA funds to "replace" activities that my agency's main literacy funding is already designed to be used for.

3. In the section under Measurable Goals, "Describe how the agency will meet the state adjusted levels of performance as identified in the Combined State Plan". Where would I find the "levels of performance"?
- The following are the State Adjusted State levels of performance as negotiated with OCTAE and occurred after the state plan was approved. The following can be used to assist you in answering the second goal question on page 16 of the application.

UTAH Adjusted Levels of Performance for 2017-2018

Enter Functioning Level	2017-2018 Approved Individual Targets
ABE Beginning Literacy	45%
ABE Beginning Basic Education	43%
ABE Intermediate Low	41%
ABE Intermediate High	42%
AHSC 1	43%
ESL Beginning Literacy	41%
ESL Beginning Low	44%
ESL Beginning High	40%
ESL Intermediate Low	40%
ESL Intermediate High	30%
ESL Advanced	21%

4. On the section regarding Staff Qualifications there is not enough room to type in all of the job descriptions. Should I just attached them like the resumes? Each job description is at least 2 pages.
- No, condense your response to highlight the significant components/responsibilities of the position. Do not attach job descriptions.
5. I am running out of space in writing my responses to the application questions. Would you consider increasing the space for our responses to the questions or reduce the size of the font?
- No, the space and the size of font will not be changed. As you craft your responses use abbreviations, reduce the usage of charts, be concise in your responses cutting out unnecessary verbiage.

6. Can applicants apply as a consortia? Can a consortium apply as a group with a single fiscal agent?

- Eligible providers can apply as a consortium. To apply the following must be met:
 - A. One grant is to be submitted involving all intended eligible agencies.
 - B. One agency must be listed as the fiscal agent – program director.
 - C. For each section of the application each partners’ goals and responsibilities must be clearly defined.
 - D. A clear picture of monetary distribution for each partner must be defined in each section of the budget. All staff paid for by the project must be listed on the staff detail pages.
 - E. Any physical, in-kind, or monetary contributions made by the partners are to appear in the budget summary and budget summary explanation.
 - F. A signed MOU must be submitted at the time of the application submission that
 - 1. Details each agency’s responsibilities to the consortium;
 - 2. Details the fiscal agent’s responsibility.
 - 3. Include an organization chart showing all sub-recipients and their relationship to each other agency.
 - 4. Include a declaration of how the consortium will evaluate each partner as to what works, what does not work and a timeline as to how long the consortium will fund a partner if they are found to not meet the outcomes that the consortium has measurably defined.
 - G. All sections of the application must include all partners’ responsibilities.
 - H. The application must define how administration will be centralized and how services will be de-centralized to better meet the educational needs of the adult learner.
 - I. As a consortium student data will be housed in the individual programs data portal. However, each class offered with consortium funding must be declared as “consortium funded”. NOTE: All student data regardless off of funding source is reported to OCTAE. This is not a change in the process of the reporting of student data. The program that is assigned fiscal agent will need access to all other agencies’ portals and will serve as the consortia program director responsible for program outcomes of the consortia.

NOTE 1: All partners within the consortium will be monitored and audited separately by the USBE. Second year and possibly subsequent funding will be based on each program’s outcomes within the consortium applied to the continuation funding formula.

NOTE 2: Applying as a consortium eliminates the agencies from applying for additional AEFLA grants in the same “type” of application as an independent/separate eligible provider.

WIOA AEFLA Competition Q and A week of 2.13 – 2.16.17

- 1. The information in the Q and Q around forming a consortium is a complete reversal of the information we received at the bidder's conference and has cost us valuable time. Forming a consortium is challenging and time consuming. By the time we meet on Monday, 13 days will have passed, during which we did not have the needed information to make good choices or address the project. I think the deadline for submission should be extended.**

 - The deadline will not be extended. Regardless of forming a consortium or not the content that must be answered in the application is not different. All items still must be addressed. This additional guidance was given to providing additional detail and clarification regarding the consortia after several questions were raised.

- 2. Being as mathematics is now part of the equation for all ELL learners and is also required by the grants... My question is: How are we to assess numeracy skills for students who come in to us initially only for ELL instruction? My understanding is we can't use TABE because we are using CASAS to determine ELL levels. As I look at these grants, it looks as if we are going to have to track progress in mathematics. How are we systematically going to do that given the current acceptable assessments in the AE Policies Manual?**

 - The grant application does not ask how a program will assess math improvement for ELL instruction. Rather the application asks that an eligible provider provide evidence of instruction based on effective and valid research. Regarding assessment of math for ELL students the USBE is awaiting the release of ELL assessments and future guidance from OCTAE. In the meantime programs should create instructional unit assessments based on mastery of the Adult Education CCR standards.

- 3. In trying to write a response to Consideration #8, the Appendix B (IET) also talks about improving reading, writing, mathematics... etc. Then in all caps it says "ELIGIBLE" individuals. Which individuals do they mean? That is unclear to me.**

 - Eligible individuals is defined in the Resource Packet definitions of Adult Education and Basic Skill Deficient. In the grant application Appendix B IET is discussed in detail. The approach and offerings for IET must be extended to all eligible individuals that access a program.

- 4. What one-stop partners need to be in my program? I work with DWS, VR, USU/E, TANF and Tribal Social Services. Are there others in my county that I am not aware of?**

 - Required partners are defined on page 9 of the Resource Packet. The partners that are in your economic service area are the partners who are to be represented in the service area One-Stop.

5. As a DWS economic service area I am being asked for MOUs from eligible agencies that are applying for AEFLA funding. Do each of the applicants need an MOU from DWS?

- No, eligible providers do not need MOUs from DWS or any other required partner.

6. How do you want the grants printed - double sided or single for submission?

- The original grant should be printed single sided. The copies can be double sided. No cover sheets/cover letter on any of the submitted documents. As a reminder the original and copies are not to bound but submitted with a paper clip or a binder clip in the upper left-hand corner. Assurances in the original application, as well as copies, must be signed in blue ink.

The original electronic document is to be submitted to Natasha Ballif at

Natasha.ballif@schools.utah.gov in the following format:

agency name_ABE2017.pdf

agency name_P&I2017.pdf

agency name_IELC2017.pdf

WIOA AEFLA Competition Q and A week of 2.20 – 2.24.17

- 1. Under Part 9, how do we define if an employee is “assigned to this project?” This phrase “assigned to the project” is mentioned in the Resource Packet. To be assigned does one have to be working somehow with the project or must they be getting *paid* by the project/grant? Do you want us to list both or list those just getting paid or receiving benefits from the project?**
 - “Assigned to the project” means being paid from funds that you are anticipating will be awarded from the competition. It could mean that you have an employee that is paid 50% from this grant and 50% from another adult education funding source. The FTE refers to the % of time spent in adult education. You could have an employee that works in K-12 50% of their time and 50% of their time is assigned to adult education but only 25% of their pay would be assigned to this project.

- 2. As I am contemplating writing the P & I grants... on page 13, Demonstrated Effectiveness... Do I include the same data as the other grants, or do I tailor the data to reflect ONLY jail data, or both? Similarly, on Consideration #2, Demonstration of Need, Page 15, “serving individuals in the community” does that mean my “community of inmates” or the same community as I described for the other grants?**
 - When addressing both questions the population that you are referencing is only the offender/inmate population.

- 3. In writing for the Grant – During the Bidders’ Conference it was mentioned that 'Links' was a good source for staff professional development - I assumed I'd be able to easily locate this source, but I am not finding anything that looks like it would apply? Do you have any recommendation or link to links?**
 - LINCS is the acronym for Literacy Information and Communication System. Additional information pertaining to LINCS can be found at: <https://lincs.ed.gov/>

- 4. On page 9 of the grant application – budget – section A and B are we to list individual employees in these two sections and then again on the employee detail pages 27-29.**
 - No, on page 9 list employees in “categories of employees”. For example: full-time teachers, hourly teachers, paraeducators, administrator, counselors. On the employee detail page list the employees paid for in budget sections A and B by name with full detail.

- 5. How will WIOA funds be awarded?**
 - WIOA funds are awarded based on the DWS Executive Committee scoring/evaluation of each of the seven considerations they are assigned to review defining how the eligible provider intends to meet the needs of the

economic services area defined within the State Plan + grant readers scoring/evaluation of each of the grant considerations as measured/evaluated using the scoring rubric guide and the USBE staff scores as we also read and score each grant using the same scoring rubric. Funds are awarded based on the total number of points of each application and the overall ranking of all applications. Eligible providers may be funded at 100% or 80% of the requested amount depending on the number of total points awarded. Of course the number or awards is also dependent on the number of eligible providers that apply for funding. As a state it is not anticipated that we will see an increase in AEFLA funds.

- 6. In the Q and A the response to one question states to attach a job description and in another question the response is don't attach a job description. Please clarify.**
- Consideration 9A Staffing - attaching a job description pertinent to the project for a position that you are planning on hiring a person for is appropriate. Consideration 9B – Staff Qualifications - asks that you define by personnel category the specific adult education job descriptions rather than attaching an agency job description as the job descriptions are often not one and the same.

Utah Adult Education WIOA Competition Q and A
February 27- March 3, 2017

- 1. I am only applying for two AEFLA Grants: (1) ELL/ABE/AHSC and (2) Prison/Institutionalized. I am not applying for the Integrated English Literacy and Civics Education Grant. Do I need to complete the sections: *Consideration 13, English Language Acquisition Need* and *WIOA 243, Integrated English Literacy and Civics Education*?**

 - The answer is two part:
 - In applying for the AEFLA BASIC or the P / I grant IF your program focus IS NOT ELL then you do not need to complete Consideration 13.
 - If you are not applying for the INTETGRATED ENGLISH LITERACY and CIVICS EDUCATON grant you do not need to complete Consideration 13 or WIOA 243.

- 2. *Organizations Requirements* section - which eligible agencies need to complete these requirements?**

 - All funded community-based organizations, faith-based organizations, volunteer literacy organizations and public or private nonprofit agencies are required to submit the requested documents.

- 3. In Appendix B in the Grant Application it says, “Not all students are required to participate in an IET whether by need or skill. It is perfectly fine to integrate the other 8 literacy activities to prepare students to participate in IET.” Where do I find information on the other “8 literacy activities” this statement is referring to?**

 - The 8 activities are listed in the “Adult Education and Literacy” section of the Defining IET document on page 45 of the application.

- 4. On the bottom of page 21 of the Readers Resource Packet it states, “Each of the seven items reviewed and scored must receive a 4-7 to receive an overall ranking of 5 points. I believe the seven items are the ones listed on page 20 of the packet that show ++ next to them. If so, one of the items listed, WIOA 243, shows as optional. If we do not complete this section, are we only scored on the other 6 items? What I am trying to clarify are the scoring requirements for the State Workforce Development Board.**

 - Yes, you are correct. This section is only completed if an eligible agency is applying for an Integrated English Literacy and Civics Education (IELC) grant.
 - Yes, you are correct in your interpretation of the SWDB scoring requirements.

- 5. What page numbers on our AEFLA grant need to be printed for the official four copies?**
- All pages of a grant application needs to be copied. The four copies can be run back-to-back but the assurance pages all need to be original BLUE ink signed. The four copies, like the original are not to be stapled.
- 6. The indirect cost rate table for 2016-2017 is on the adult education. Those are not the numbers we need for this new WIOA grant right? Do you have them for us yet? If not how do we calculate the amount were asking for?**
- The USBE districts' indirect cost rates for 17-18 has not been finalized. Build your budgets using the federal rate that your district used for the '16-17 program year. When the final awards are decided budgets and indirect cost rates will need to be adjusted accordingly. Remember that the allowable amount for administrative expenses INCLUDING indirect cost rates is 5%. Build your budgets by calculating the indirect cost rate first and build your budget backwards. The how to calculate indirect cost rate can be found on the adult education website at:
<http://schools.utah.gov/adulted/Directors---Coordinators/Grants.aspx>
- 7. On the grant for the qualifications of ELL teacher's it says that teachers/instructors must have a minimum Bachelor's degree AND Utah teaching certificate with ELL endorsement or TESOL certificate correct? So both?**
- To teach an ELL class the person must have either A) a current Utah teaching license (means at least a minimum of a Bachelors in teaching elementary, secondary, special education or an adult education ARL - which means the person has a Bachelors in any area plus has completed the adult education ARL endorsement) with and ELL endorsement or B) they must have a TESOL certification. Both are not required. Without one of the above the grant question the readers may deduct points for not meeting the state required standard. It is suggested that your response include statements as to how you will remedy the issue and the timeline to become compliant.
- 8. Where will the Director's meetings be held in FY 17-18? Also, what will the USBE be offering for professional development next year and where will those trainings be held? How should we approach determining the amount of funding needed to support PD?**
- At this point in time the schedules for PD and the directors' meetings have not been finalized. There will be 2-4 director meetings. At least one meeting will be paired with a UTopia Administrator meeting. Professional development (PD) trainings will be set ASAP. Hopefully, by May 1st. Typically he directors' meetings and PD are held between SLC and Springville. Regarding PD funding – consider using a 2 or 3 average of what your costs have been.