PROGRAM YEAR 2020 ADULT EDUCATION COMPETITIVE GRANT FREQUENTLY ASKED QUESTIONS				
Question Number	TOPIC	QUESTIONS		ANSWERS
1	APPLYING FOR SPECIFIC FUNDS	Can an organization apply just for one portion, in particular can we apply just for the Workforce Education Initiative?		As stated in the RFA document, applicants are free to apply for funds to deliver any one, combination, or all categories of services; however, applicants applying to offer only one of the categories of service should bear in mind: 1.) All of the narrative questions related to the thirteen federally mandated considerations must be addressed. 2.) That applicants applying to offer more comprehensive services (multiple service categories) will be favored in the scoring process by DWD.
2	ASSESSMENT	For participants within the Workforce Education Initiative, do participants need to complete the TABE?		Yes. Keep in mind that DWD's Workforce Education Initiative (WEI) is funded by WIOA Title II obligated funds. Therefore, all WEI courses must meet the requirements of WIOA. This includes adhering to DWD Adult Education's assessments policy, recoverable here: **https://www.in.gov/dwd/files/Assessment%20Policy_2018-2019.pdf**
3	STAFF REQUIREMENTS	Is the instructor credentialing (and teacher aid credentialing) the same across all areas that are funded (such as WEI)?		As stated previously, DWD's Workforce Education Initiative (WEI) is funded by WIOA Title II obligated funds. Therefore, it follows the same rules related to the credentials necessary for Adult Basic Education teachers and administrators in Indiana. All adult basic education (ABE) instructors and administrators must hold a bachelor's degree, while teaching assistants must hold a high school diploma or its equivalent. Programs are free to set more stringent requirements if they choose to do so. See: **https://www.in.gov/dwd/files/Adult_Education_Professional_Qualifications_and_Development__Policy_Final.pdf**

4	CONSIDERATIONS	Each consideration has both a bolded set of questions and a non-bolded set of questions and often these two sets of questions are not seemingly related. Are we supposed to answer all questions or just those in normal font? For example: Consideration V 5b. Uses instructional practices that include the essential components of reading instruction. 1. Describe the applicant's planned enrollment and class schedule. Be specific.	In the RFA document, under the WIOA considerations section, all bolded text represents the actual wording of the 'consideration' itself. The non-bolded narrative questions below each bolded consideration have been designed to prompt applicants to address each consideration; **therefore,** applicants should answer **_only_** the non-bolded questions that follow each consideration while completing the narrative portion of the grant application.
5	PDF	I noticed that there are new requirements for the PDF. Is this for new PDFs only or does this apply to current PDFs who will continue in that role next year?	PDFs will be chosen on a case-by-case basis as part of the PDF application process. Generally speaking, the requirements listed in the RFA will apply to all PDF applicants in program year 2020. See the response to FAQ question #21 for more information.
6	MISC.	There was no mention of 64% gains as a statewide goal. Is there a goal this year that has been determined already?	No. Indiana's performance targets will be negotiated by DWD and the US DOE Office of Adult, Career and Technical Education after the finalization of the Indiana state plan.
7	APPLICATION RULES	Do the Table of Contents and the Cover page apply to the 35-page limit?	Yes. Keep in mind when completing the application, the applicant can include the coversheet tables without also including the instructions and spacing of the RFA document.
8	HSE FUNDING	Can grant funds be used for HSE assessment products AND/OR HSE online testing fees?	No. State or Federal funds may be used for HSE testing materials or associated fees.
9	ADMINISTRATIVE	Is there a maximum percentage set for the Administrative Percentage Waiver?	DWD may not allocate more than fifteen percent (15%) of the total appropriation under subsection (a) to the department for administrative and support costs incurred by eligible providers or employers under this subsection.

10	IELCE	Will the IELCE monies be subdivided out during the grant process or will it be included in the AE grant monies total for the duration of the grant process?	The IELCE funding is separate from ABE funding. Applicants must submit a separate grant application in order to be considered for IELCE funding.
11	APPLICATION RULES	Both the IELCE Grant application and the AE Grant application cannot exceed 35 pages in length?	Correct. Both the integrated English literacy and civics ('IELCE') and adult basic education ('ABE') grant applications have a 35 page maximum length. The only exception is if an applicant is applying for Indiana Online Only Distance Education ('IOODE') funds. Because of the required submission of an IOODE plan as part of the application for IOODE funds, the IOODE plan does **not** count towards the ABE application length maximum. If an applicant submits an application over 35 pages in length for either the IELCE RFA or the ABE RFA (assuming the applicant is not applying for IOODE funding), all material beyond the 35th page will not be considered by application reviewers.
12	REGIONS	In IDOC, which region are we to align with on the PY20 Regional Allocation?	IDOC is separate from the regional allocation. WIOA Title II allows Indiana to award up to twenty percent (20%) of WIOA Title II funds for the delivery of corrections education. Therefore, any applicant who is applying for funding to deliver adult education services *in state prisons* should request the dollar amount they feel is necessary to provide those services. Indiana is funding WIOA Title II services in county jails, or in a corrections environment at either the county or regional level, through the regional allocations. Therefore, applicants seeking funds to offer WIOA Title II services in county jails, or at the regional level, should request the funds available in the region the services will be offered.
13	# STUDENTS TO SERVE	When listing the total number of individual applicants that we will be serving, do we provide the total number of individual applicants for the current grant year cycle, or is it for the three year period?	Unless otherwise specified, information requested is for the first year of the upcoming grant cycle: July 1, 2020 - June 30, 2021.

14	APPLICATION RULES	When inserting the guiding questions into the narrative, may the questions be abbreviated and inserted as a header or does it need to be written out in full?		It is best to copy and paste the entire question so the grant reviewers know what you are answering.
15		On page 11 of the RFA it states: *Sub-recipients may request an administrative costs waiver—subject to DWD approval—if this restriction prevents the sub-recipient from adequately providing for the administration of its program.* Are we correct in our understanding that the State of Indiana is the formal grant recipient and thus, those of us making application via the RFA are each defined as a "sub-recipient?"		The DWD/Office of Adult Education is the official **"grantee."** All entities applying for funding are considered **"sub recipients."** If the sub recipients intend to pass through funding to other organizations, those would be **"subcontractors."**
16	APPLICATION RULES	We intend to insert the considerations/questions within the narrative. In doing so, may these statements be single-spaced and smaller than the required 12 pt. font?		Yes. Only an applicant's actual narrative responses need to meet the formatting requirements listed in the RFA.
17	ALLOCATION	Why are there regional allocation estimates instead of individual programs?		Since this is a grant competition instead of a continuance, we do not know how many entities will receive funding. Therefore, we have made regional allocation estimates for the purpose of this competition.

18	DEMONSTRATED EFFECTIVENESS	Under ABE Secondary Credential Outcomes, please explain what numbers off of Table 5 for the following two questions: *Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit* Does this mean we are counting those who earned a diploma or HSE and then went on to post-secondary or a training? OR does this mean we are totally everyone who earned a diploma or HSE, went on to post-secondary or did a training?	In order for a student to be counted on NRS Table 5 under the 'Attained Diploma/Equivalent and Enrolled in Post Secondary Education or Training Within One Year of Exit,' they must have entered an ABE program without n high school diploma or a high school equivalency diploma, then have earned one of these credentials after enrollment in the ABE program (12 hours or more of attendance). The student also must have entered *or* tested into the 9th grade level (NRS Level 5) prior to program exit. If a student meets this cohort criteria they will be counted on Table 5 as having 'Attained Diploma/Equivalent and Enrolled in Post Secondary Education or Training Within One Year of Exit' if they *enroll* in postsecondary education or training *after* they have exited adult basic education. Details on the NRS Tables, and how different indicators are measured on those tables, can be found in the NRS Technical Assistance Guide, which can be downloaded here: **https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf**
19	DEMONSTRATED EFFECTIVENESS	*Attained Diploma/Equivalent and Employed Within One Year of Exit* - What do we use off of Table 5 to get this answer?	For applicants who are currently Indiana WIOA Title II providers, the "Attained Diploma/Equivalent and Employed Within One Year of Exit" metric corresponds with column C on the "Attained HSE-Employed" row of their NRS Table 5 report. Any applicant not familiar with the NRS Tables and Metrics should consult the NRS Techical Assistance Guide found here: **https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf**
20	DEMONSTRATED EFFECTIVENESS	In the demonstrated effectiveness template, are we supposed to include educational functioning level percentages? The template just asks for student numbers.? It seems that percentages would be an asset to include in the template.? Is there another place we are supposed to include these percentages?	Only include the number of outcomes for each category. The percentage of measurable skill gains will be calculated by the RFA scoring team after submission.

21	BUDGET	Regarding Federal and State funding, should our budgets differentiate between WIOA Title 2 and the Indiana Code 22-4.1-18 or does our funding need to be put in state only?	Your initial Itemized Budget is divided between PROGRAM (Instructional) and ADMINISTRATIVE (Non-Instructional). We will provide the State/Federal breakdown to grant awardees following the competition.
22	IET/BUDGET	Can IET funding be used if the academic and career skills are taught at one site and the certification is taught at another adult ed site? For instance, we are on a regional border and we would do the academic and career skills on our site but the student would do the certification at another site in a different region. Can we include the IET certification funding in our budget where we pay the other region or site for the certification part?	It is important to note that integrated education and training *requires* that academic and career skills be taught simultaneously and contextually. This can be done at multiple locations by multiple instructors; however, the instruction *must* be simultaneous and contextual. If an applicant is on a regional border planning to offer services in two regions, or just plans to offer services in multiple regions, DWD encourages the applicant to apply for funding in *each region* the applicant intends to offer services.
23	IELCE	We already offer ELL classes on Thursday evenings. Could you explain the difference in this class versus the IELCE in the grant? In our regular ELL class we offer Spanish HSE, instruction about the rights of US citizens and civic participation and often we have moved students to our IET program once their English levels were proficient. Should we be applying for IELCE for that class versus Consideration XIII? **Another way of asking this is how is IELCE different from Consideration XIII?**	Integrated English Literacy and Civics Education ('IELCE') classes work on an integrated education and training ('IET') model. IELCE courses _must_ provide English language literacy instruction, and instruction on the rights and responsibilities of citizenship simultaneously and contextually with workforce preparation skills. In addition IELCE funded courses _must_ offer IELCE participants the opportunity--as part of the IELCE class--to participate in workforce training ending in a short term industry recognized certification or credential, which is taught simultaneously and contextually with English language instruction, instruction on the rights and responsibilities of citizenship, and workforce preparation.
24	DATA	How do we find Table 5 data for ESL only?	This was error, for which DWD apologizes. We are sending out a new demonstrated effectiveness templated with this RFA. The new demonstrated effectiveness templated will be posted to Amplify AE, under program management, grants and forms as soon as possible.

| 25 | PDF | Regarding Section 6 (Professional Development Facilitator Network) of the grant application, it states on page 5 that Professional Facilitators cannot be a full-time staff member. This appears to be a new criteria. What is the reason for including this language? Our current PDFs are both full-time staff members and would be the appropriate staff members to serve in this role. What is the logic in requiring the PDF to be a part-time employee? | From the PDF Directions and Applications document found here: https://www.in.gov/dwd/files/Directions_Application_for_PD_Facilitator.doc

 Professional Development Facilitator (PDF) Network
 Purpose: *Utilize only part time adult education instructors to be trained to deliver the highest quality professional development both locally and regionally, all of which will be directly tied to state and/or federal performance measures. Utilize an application process to identify Professional Development Facilitators (PDFs), including telephone interviews with state professional development personnel to determine eligibility with recommendations from local program directors and fiscal agent if sub-grantee.*

 Directors may not assume the role of PDF. It expected that a PDF and Director work in tandem to develop and implement effective, local professional development. PDFs would serve in an unofficial role as lead teacher.

 It is important to note that DWD considers anyone with more than thirty (30) hours full time, and acceptance as a PDF is made on a case by case basis as part of the PDF application process. |

26	MOE	Is it all right to partner with a local county jail that wants to run its own program, provide training to its teacher, supply a TASC tester, and not utilize grant monies to fund the program? Would this be considered part of our MOE?	For DWD to maintain the federally required maintenance of effort (MOE), Indiana requires that WIOA funded adult education providers contribute a local match, which is noted in the Multi-Year Adult Education Competitive Grant Application (Request for Application) This match can include, but is not limited to, the following: 1. Any non-federal or non-state dollars used to provide adult education and literacy activities; 2. In-kind contributions to adult education and literacy activities such as: a. Infrastructure and facilities costs; b. Utilities costs; c. Custodial services; d. Copying and printing costs; and e. Phone, internet, or other technology costs; 3. The cost of staff time spent in providing adult education and literacy activities either: a. Volunteered; or b. Paid for by non-federal or non-state funds. A subrecipient may include the situation described as match. The adult education and literacy activities, however, must comply with all state, federal, and DWD policies/regulations if claimed as match.
27	DEMONSTRATED EFFECTIVENESS	Can all the data for demonstrated effectiveness be found on InTERS (including employment rate, median earnings, and effectiveness in serving employers)?	All of the date being requested by DWD for our current WIOA Title II providers can be found on their NRS Table 4 and NRS Table 5 reports.
28	DEMONSTRATED EFFECTIVENESS	What is considered "effectiveness in serving employers"?	The metrics used by the US Department of Labor and the US Department of Education to measure "effectiveness in serving employers" can be found on the Partnership Attachement associated with this RFA. Specifically columns L through U. This document can be found on Amplify AE, under program management, grants and forms. A direct link is included here: https://www.in.gov/dwd/files/PROVIDER_NAME_ABE_Partnership_PY20_RFA.xlsx

29	DEMONSTRATED EFFECTIVENESS	Are the Indiana performance targets in the table MSG percentages?	Yes.
30	DEMONSTRATED EFFECTIVENESS	Are the 2020 performance targets to be determined by Indiana DWD?	The 2020 performance targets are negotiated by the US Department of Education, Office of Career, Technical, and Adult Education ('OCTAE') and the Indiana Department of Workforce Development. These negotiations will occur after the finalization of Indiana's state plan.
31	DEMONSTRATED EFFECTIVENESS	What is meant by "overall targets" in Indiana Performance Targets table on p. 8?	The over all targets on the Indiana Performance Targets table represents the average of the individual NRS targets for the year. The percentages themselves represent the 'percentage achieving measurable skills gains' found on the statewide NRS Table 4; therefore, the 'overall targets' would correspond with the 'grand total' cell, column I on the Indiana statewide NRS Table 4 report.
32	DEMONSTRATED EFFECTIVENESS	What activities are included in "carrying out performance accountability requirements" (p. 11)?	Examples of activities "carrying out performance accountability requirements" might include, but are not limited to: 1.) demonstrating program effectiveness; 2.) to determine if a program needs technical assistance; 3.) meeting state and federal reporting requirements; 4.) understanding the needs of the local program; 5.) implementing program improvement efforts; and 5.) program management.
33	GEPA	(Pt I.15) To confirm, the GEPA plan (narrative response to Consideration XIV) is to be submitted separately from the narrative and not also included in the narrative?	Correct. The GEPA plan should be submitted as a separate attachment.

34	STAFF REQUIREMENTS	We just had an advisor accepted into the Skillful Career Coach training who does not hold a bachelor's degree—we must utilize academic and career coaches (DWD mandate); according to the grant instructions, we cannot have her as our designated career coach. Is a waiver possible?	No. The qualification requirements in DWD policy are informed by the governing federal law (WIOA), and cannot be waived.
35	ACADEMIC AND CAREER COACHES	The RFA says that adult education programs must utilize academic and career coaches. Can they be volunteers or interns who work free of charge?	Academic and career coaches can be either volunteers or interns; however, any person holding this position must meet Indiana's qualification requirements and would be included on a program's NRS Table 7.
36	REGIONS	If I want to apply for counties in Region X and a county in Region Y, is that one ABE application or two applications?	An entity may apply for funding to provide services in one or more counties. Only one grant application is required.
37	PROFESSIONAL DEVELOPMENT	On the grant slide about PD requirements, it was listed that anyone who works 9 hours or more in adult ed must have 10 hours of PD per year. Did you mean 9 hours per week, not 9 hours total, like our current system?	Any teacher who works nine (9) hours or more *total* must have ten (10) hours of professional development per year.
38	ADDITIONAL INFORMATION ON APPLICATION	If we had some extenuating circumstance that prevented us from serving our students for the entire year--two months without a director--can we include that information in the application to explain our numbers? Where would we put this information?	This information should be included in the narrative response questions under Consideration III in the RFA documentation.

39	COVER SHEET	Part I Program Information /cover sheet: What is the "Agent of Record"? Is the Fiscal Agent the office where the $ are sent (i.e.. the public school admin signs our checks) to be distributed?		**NAME OF ORGANIZATION**: What is the official name of the applying entity? **FISCAL AGENT**: What is the official name of the entity which will manage the finances (budgeting/reimbursements)? **FISCAL AGENT CONTACT**: What individual will be the contact for financial matters? **AGENT OF RECORD**: Who will be the official signatory for the grant contract? **GRANT CONTACT**: This may be the agent of record or their designee. This person will receive all grant updates/questions/notifications.
40		*Total number of non-duplicated eligible individuals:* Do we just take a guess based on the past 2 years and add a few more? Will we get docked in a future year if we don't meet that amount?		This should be an estimate of the non-duplicated *total* number of eligible individuals an applicant intends to serve. How an applicant determines this estimate is up to them.
41	DEMONSTRATED EFFECTIVENESS	*WIOA funding based on effectiveness ...* Are we supposed to try to contact past (HSE?) students to get their pay and how many are gainfully employed? Maybe they had a job and lost it... moved etc?		DWD does frequently data match Indiana's WIOA Title II participants with UI wage data; however, this data match will not capture all participants and former participants, and (because of the nature of UI wage data) is always six (6) months behind the current date; therefore, applicants should plan on (and current providers should) doing follow-up with their WIOA Title II participants.
42	CONSIDERATIONS	*Consideration I: The degree to which the eligible provider would be responsive to:* I read that as, " Are you willing to give 100% to helping students...?" Is there another meaning?		Applicants should ***only*** anser the narrative questions found underneath each bolded consideration, as they are designed to determine the extent to which the applicant meets each consideration. WIOA Consideration I references the ability of an applicant to respond to local/regional needs. These needs could either be identified in the economic development region's local plan, or by other means, and refer to WIOA Title II applicants most in need.

43	CONSIDERATIONS	*Consideration II: Explain how the organization has met/plans to meet needs of teachers with disabilities...* How detailed is this? Which disabilities do I address? For students - how generalized is this? I can refer to the Teachers' Handbook where there are lots mentioned! Should I give examples of working with students with autism?	Applicants should **only** answer the narrative questions found underneath each consideration, as they are designed to determine the extent to which the applicant meets the consideration. DWD can not tell applicants how they should answer each question; however, the questions themselves should serve as guides to the applicant.
44	CONSIDERATIONS	*Consideration III: Data indicates success of student/effectiveness of the program's providing education...* What about students who have been with us for awhile and then go to IOO to finish. Does that information bear upon our success at all?	The Indiana Online Only Distance Education program is designed in such a way as both the IOODE provider and the local provider receive 'credit' for an IOODE participants performance.
45	CONSIDERATIONS	Consideration IV: It is my understanding that we are not a one-stop entity as we are in our own location. Do I just describe our relationship with WorkOne and possibly other local services? How does the fact that we partner with the local school corp. with "in-kind" contributions (rent etc.) tie in?	Adult education providers are not one-stop operators. WorkOne and workforce boards are the one-stop partner referenced in this consideration. DWD cannot tell an applicant how to answer the narrative questions that fall under each consideration. Applicants should use the questions themselves as guides to the content of submitted answers.
46	CONSIDERATIONS	*Consideration V: Uses instructional practices etc.* How detailed should this be? Methods for teaching author's purpose, volume in math...? Since we are a one-room school house, do we just tell when our classes meet? Planned enrollment - a specific number we hope to reach?	Applicants should **_only_** respond to the narrative questions underneath each bolded consideration. The bolded consideration is only provided to the applicant to provide context to the questions that follow. These following questions have been designed to determine the extent to which an applicant meets each consideration.

47	CONSIDERATIONS	Consideration VI: How do I know which research is the most rigorous? Do we cite a research center?	Applicants should **_only_** respond to the narrative questions underneath each bolded consideration. The bolded consideration is only provided to the applicant to provide context to the questions that follow. These following questions have been designed to determine the extent to which an applicant meets each consideration.
48	CONSIDERATIONS	Consideration XIV: Do we address the 6 types of barriers individually? For most of them, it seems redundant to say that we accept all regardless... with the caveat of mental abilities or someone who cannot speak English as we don't have anyone as an ESL instructor.	For the purposes of devising General Education Provision Act ("GEPA") plans, applicants should consult the GEPA notice, which can be found on Amplify AE, under program management, grants and forms. A direct link to the notice is also provided here: **https://www.in.gov/dwd/files/GEPA%20_Notice.doc**
49	APPLICATION RULES	In the Assurances section, it says that it must be a .doc format, yet it requires signatures, which would then make it a scanned pdf document. This is also true of any other document that requires actual signatures.	While it is actually possible to turn scanned signatures into a MS word document (.doc format), for the purposes of this RFA it will be acceptable if applicants submit the completed assurances document as a pdf file (.pdf).
50	PROGRAM YEARS	Please define program year and timeframes- PY 17; PY18	Program years begin on July 1st of the current year and end on June 30th of the following year. For example: Program Year 2020 (PY20) will begin on July 1, 2020 and end on June 30, 2021.

51	APPLICATION CORRECTION	According to the grant application, Demonstrated Effectiveness would be based on program year 2019 (July 1, 2019 – June 30, 2020) and program year 2018 (July 1, 2018 – June 30, 2019) – pg. 6 of the application footnote 6. When I opened the Demonstrated Effectiveness template, the columns are referenced as Program Year 2017 and Program Year 2018.	Please use the dates on the Demonstrated Effectiveness template. We apologize for the oversight.
53	WEI and IET Funding	Will WEI and IET funding work the same way it does for program year 2019 - 2020?	Yes and no. While funding awarded for use specifically for the purposes of WEI or IET programs will not be usable on non-WEI or non-IET adult education and literacy activities, WEI and IET funds will be interchangeable. This means that, while the use of funds for either WEI or IET programs will still need to be tracked separately, WEI funds can be used to fund normal IET programs and IET funds can be used to fund WEI programs.