

Numbering Continued from first AEL Q&A document.

Q73. The grant asks planned % of time devoted to AEL in 3.3.1 C. I have a teacher who is a lead teacher **and** the literacy coordinator. She keeps separate time sheets for each job. How should we show her percentage for the grant? We calculate she is a lead teacher 38% of the time and an LC 62% of the time.

A. I would suggest that you indicate 100% (38%-lead teacher; 62%-literacy coordinator)

Q74. I am puzzled by something in the grant and should have asked at the meeting. 3.3.3.A.7 asks "What follow up will occur for served students who stop attending before goal attainment".

The first question is what goal/s does this refer to?

If these are the goals on the registration forms (which we then put in the demo data in ACES), I was told some months ago by Ron Jewell that student identified goals no longer are used to evaluate programs.

This becomes important because the wording in the grant application implies goals are important and that in turn implies realistic goal setting is important as it was in the last grant.

A. The wording in the grant is speaking to general student follow up, related to why a student is "stopping out", rather than the high-stakes goal setting done in the past. Although no longer used as part of the federal outcome reporting (Entered Employment, Retained Employment, Post-Secondary, or High School Equivalency (HSE)) the goal(s) of the student should still be meaningful to a program. Goals are still collected and entered into ACES for the purpose of understanding student motivation and may still be commented on during an on-site review.

Q75. Just to be clear, Content Standards are gone? As long as we link instruction to assessment we are, de facto, addressing Content Standards? So, Content Standards do not need to be addressed in the grant?

A. Content Standards still exist and are available on our website; they provide guidance on what content programs can offer by level and type of service (ABE, ASE, ESL). They can be included in the grant/IFB, but they are not requested or required.

Q76. The General Information section 3.3.1 - C states there is a maximum of 1/2 page of information for each person. I a little more than a half page should I try to cut it back and stay at a half page?

A. The ½ page maximum is a general guideline.

Q77. I am a grant writer for Metropolitan Community College in Kansas City, MO. We are a current Grantee but we were unable to participate in the teleconference. Is there a link to a play back if the conference was recorded or will there be a transcript available?

A. The pre-bid conference was not recorded. There is a Q&A posted on our website created from the pre-bid conference (the Q&A also includes other questions we have received). It is located at http://www.dese.mo.gov/divcareered/ael_grants-IFBs.htm

Q78. Is there stipulation on what size of paper should be used for the budget narrative document? Would it be allowable to submit a budget spreadsheet on legal size paper instead of letter size?

A. There are no stipulations; however, we prefer it all be printed on 8.5 x 11 size paper.

Q 79. As I prepare to write the narrative should the descriptors that follow each letter be included when actually writing the grant? The descriptors are found on Attachment D.

A. Yes, please identify the descriptors.

Q80. Although AEL funds originate with WIA federal funds, is it correct that only Missouri residents can be served under this grant?

A. The preference is to serve Missouri residents but there are no residency requirements for students.

Q81. What type(s) of immigrant status is allowable?

A. Students with F-1 visas cannot attend adult education programs.

Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at an adult education program, as appropriate.

Q82. What type of documentation is required to be collected and examined to determine status for immigrant participants?

A. None

Q83. Is the definition of indirect costs for the AEL grant the same as for federal grants in OMB circulars?

A. Yes, the definition of indirect costs for the AEL grant is the same as for federal grants in the OMB circulars.

Q84. Our indirect cost rate agreement with the U.S. Department of Health & Human services is based on salary and fringe. Would we base our indirect cost allowance on both instructional and administrative salary and fringe?

A. The indirect cost rate can be applied to the entire grant amount (minus capital outlay). However, indirect costs must be charged to "administration" and there is a maximum amount that can be spent on administration – see grant specifications for administration limits (3.3.4 C.2).

Q85. What is the percentage for CAT II that we can't go over without needing an explanation?

A. See Section 3.3.4 C.2 in the grant.

Q86. I had a quick question about the AEL IFB. My organization is planning to apply and I noticed that there is a Conflict of Interest form that must be filled out by anyone who is an elected official. One third of our board is made up of county commissioners. I know that when I read the form it stated that if they own a percentage of the company they must fill out this form; however, we only have them serving on our board. Is this necessary still for our organization to have them fill this out before submitting our application or is this strictly if they have a percentage of ownership of the organization?

A. This would not qualify for Conflict of Interest

Q87. Plan is for class site to be open 5 days per week x 4 hour per day = 20 hours.

AEL teacher would work no more than 16 hours so as not to pay PSRS. Could remaining 4 hours of class be overseen by paid teacher's aide or volunteer and still count hours?

A. No – not unless the paid teacher's aide or volunteer is a certified teacher. A certified teacher is required to hold a class.

Q88. The program is seeking to expand in the coming grant cycle. The plan is that this expansion will be done incrementally. This means that we would be needing incrementally more money each year of the grant.

The question then becomes how to write the budget to allow for this monetary expansion? How do I ask for more money each year? How should that be presented?

A. You should budget based on what you feel is your program's anticipated budget needs for the 2013-2014 year. There is no provision at this time for successful applicants to request additional funds the following year(s).

- Q89. Do you have an example of the type of document that you want us to use when writing the grant?
- A. We have no examples. Use your best judgment as far as font, etc. However, when starting each section in writing the narrative, please identify the descriptors that follow each letter that are identified in Attachment D.
- Q90. What are they looking for in the Administrative Percentage Justification when the CAT II exceeds 5%, but is under 21% of CAT I?
- A. If the administrative percent exceeds 5%, the applicant must give a detailed description as to why the cost limits are too restrictive to allow for "adequate planning, administration, personnel development, and interagency coordination". What is in quotes is the definition of administration; therefore, if the program cannot provide these functions without exceeding 5% for administration, the program must explain why.
- Q91. On page 17: A. Existing programs –The score the applicant receives will be based on their Fiscal Year 2011 and 2012 data (Progressions, GED data, Cost per Student, and service to Basic Literacy students) What does "service to Basic Literacy students," mean?
- A. This is answered in the first Q&A on the AEL website.
- Q92. On page 19: 7. What follow up will occur for served students who stop attending before goal attainment. Are they talking about ACES goals?
- A. The goals of the student for attending AEL should be one and the same as the goals identified in ACES for that student. This is what is being referred to.
- Q93. I have a West Plains agency contacting me about AEL information for the IFB- do they need to contact you? Is it okay for me to provide them with information that is not available on the web like NRS levels, federal targets, post test rules, and regular program information?
- A. You can have the West Plains agency contact us. How you respond to this agency is up to you. We have no restrictions on what you can and cannot say to them or provide to them.
- Q94. I know we were told to add a statement in the grant that says we will strive to employ Missouri residents and use local services and products. I don't quite know what this was referring to. I reviewed the Q&A and didn't see any reference to this. Do you remember what this was referring to?
- A. The IFB that private entities respond to asks for this type information in 3.5 Economic Impact to Missouri. There is no requirement in the grant asking for this information.