

## Q1. 3.31 General Information

The director of AEL at Hannibal Schools will be posted and new person will oversee the program starting July 1. When answering the questions in section do I put my current information as a decision on a replacement will not be made until a later date.

- A. Where positions are identified as unfilled, information regarding the position should still be included in 3.3.1.C - 2,5,6,8,and 9). Also, if a resume is provided, be aware that 2.4.17, regarding substituting personnel, the requirement below would apply.

"2.4.17 Substitution of Personnel - The grantee agrees and understands that the State of Missouri's agreement to the grantee is predicated in part on the utilization of the specific key individual(s) and/or personnel qualifications identified in the proposal. Therefore, the grantee agrees that no substitution of such specific key individual(s) and/or personnel qualifications shall be made without the prior written approval of the state agency. The grantee further agrees that any substitution made pursuant to this paragraph must be equal or better than originally proposed and that the state agency's approval of a substitution shall not be construed as an acceptance of the substitution's performance potential. The State of Missouri agrees that an approval of a substitution will not be unreasonably withheld."

## Q2. 3.3.2 Demonstrated Effectiveness

Data that was submitted for the Hannibal AEL program through ACES for the year 2011-12 was incorrect data. How do I use that data to provide compelling evidence of past effectiveness? The school did submit corrected data to DESE for that year based upon a review of documented information. Should that corrected data be used as evidence for this question.

- A. We plan to use the data from ACES as well as the updated numbers served. Per the instruction in 3.3.2.B, it is not required to provide data but you can if you want.

## Q3. 3.2.1 A Evaluation process

The term is reference on page 17 section 3.2.1 A of the grant document. What is DESE's definition of "Basic Literacy student?"

- A. "Basic Literacy student" cited in the question refers to students who pre-test at ABE levels 1&2 and ESL Level 1&2.

## Q4. Maryville R-II Adult Education and Literacy Program:

I am retiring, effective June 30, 2013. I am posing the following questions reflecting my retirement.

The grant requires a resume for the director. I don't anticipate a new director being hired until after the proposal deadline date. Since I will not be the director in the next grant period, how do I approach that grant requirement?

- A. Where positions are identified as unfilled, information regarding the position (specifically 3.3.1.B and 3.3.1.C - 2,5,6,8,and 9) should be included. Also, reference 2.4.17, regarding substituting personnel; if a resume is provided, the requirement below would apply.

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- Q5. Because I both direct and teach, the present budget reflects the split of the director's salary and benefits between Category I and Category II. Without having any idea on what the district's requirements will be for the new director, how will I be able to accurately provide that specific budget information in the narrative and in the actual budget figures?

- A. That is Maryville RII's decision. You will need to realistically project to the best of your ability.

- Q6. How would you prefer I pursue this proposal? Should I write the proposal based on my personal expectations and goals for the future of this program?

- A. That is Maryville RII's decision. You will need to realistically project to the best of your ability.

- Q7. Are there length restrictions for the grant narrative, or should it be similar to the length of the last grant?

- A. No length restrictions; use your best judgment.

- Q8. Should the proposed budget account for any reductions as at the last Director's Conference Mr. Robbins announced that DESE expected 12-15% cuts?

- A. The proposed budget should be based on what you think you need to operate the program you propose.

- Q9. Should we just be addressing High School Equivalency rather than GED?

- A. We are using the term High School Equivalency in place of GED not knowing who the vendor in the future will be to provide the High School Equivalency test.
- Q10. [Location of question: pg.1 and pg. 16 2.4.24] What number do we use in the **Contractor's Dunn and Bradstreet (DUNS) number**?
- A. The business office should have this; any agency receiving federal funds must have one.
- Q11. [Location of question: pg. 4, 2.1.2 A] Would DESE want to adjust A to state "Have attained 16 years of age –in Missouri a 16 year old must also have completed 16 units of high school credit, **must be court mandated to attend class** or the individual must be at least 17 years of age. (We are required to serve 16 year old students at our juvenile court location.)
- A. A 16 year old can be served if mandated by court order. This exception will be explained in the Fiscal Year 2014 Directors' Guide.
- Q12. [Location of question: pg.9] If the student is assessed using the same form and level of the test this contradicts what we were told in the webinar on December 14, 2012. Webinar slide 2 note section states: "The policy regarding minimum hours of instruction hours applies only to the **initial** post test." This would definitely be an issue with CASAS.
- A. If you are referring to the second paragraph under Post-testing (the 120 hours), this relates to when you can use the exact same form and level of the test. You are allowed to post-test after the initial post-test when you feel appropriate, but if you use the same form and level as used in the pre-test, you must ensure the student has reached the 120 hours. (Follow publisher's guidelines.)
- Q13. [Location of question: pg. 14 2.4.17] Who are considered "key individuals"? How should we measure "equal or better than originally proposed"?
- A. Key individuals would be the Director and executive staff. "Equal or better" could be measured by such things as education, experience, and time dedicated to the program.
- Q14. [Location of question: pg. 15 2.4.22] What is the Cash Management Improvement Act? How do we ensure we are in compliance with the act?
- A. AEL programs are on a cost reimbursement basis so we do not need to worry about this.
- Q15. [Location of question pg.17 3.2.1 A] Should it be assumed a **basic literacy** student on a NRS level is the same as Beginning ABE Literacy or Beginning ESL Literacy?

- A. "Basic Literacy student" refers to students who pre-test at ABE levels 1&2 and ESL levels 1&2.
- Q16. [Location of question: pg. 48 General Information 3.3.1 A] Is there a particular font or size of font to use on the grant documents?
- A. No particular font size is required. Use your best judgment.
- Q17. [Location of question: pg. 48 3.3.1 (A,D), 3.3.2, 3.3.3, 3.3.4] There are no length limitations listed in the above areas. Is there a limit of words for these sections of the grant?
- A. No length limitations. Use your best judgment.
- Q18. Will there be special funding available to purchase for CASAS Reading since DESE received notification from the US Department of Education in August 2012 stating CASAS Life and Work Listening would no longer be an approved assessment and CASAS Life Skills Listening series will no longer be acceptable according to pg. 7 2.2.3 B.
- A. There will be no special funding.
- Q19. 3.3.3 Program Operation, B Core Indicators:  
Instructions for this section are vague. Are we to address ABE, ASE and ELL individually using the items list (i through ix) on page 20 for each of these? I am unclear as to what is expected in this regarding this section.
- A. Your answer should refer to each of the services (ABE, ASE, and ELL), where applicable, when addressing i through ix. How you want to address this organizationally when writing it is up to you.
- Q20. 3.3.4 Budget  
How specific are we to be in the 6400 Supplies and Materials category? "Additional Examples of Budget and Narrative – page 1" looks as if we are to be very specific such as "16-Number Power books @ ..." while under the "Section 2" sample of the narrative the example simply lists "\$18 per student x 4000 students".
- A. Either method is sufficient.
- Q21. Since next year is a major uncertainty at this point, being so specific is extremely difficult. What I list in my grant now, not knowing what equivalency test we will have, may not be suitable or applicable for what my program needs once I know the test chosen.

A. Applicants are encouraged to focus their instruction and their materials so that the students have an opportunity to attain a skill level where they can begin taking credit bearing course work at a community college.

Q22. I do understand some content will remain the same. Math will still be math, but I would like some flexibility in choosing how I spend program funds rather than being held to specifics that may prove unnecessary.

A. Answered in previous questions (Q20-Q21).

Q23. Scoring Rubric:  
I obtained Cape's reviewers comments and scoring rubric from the FY11 grant proposal. I found these most instructive. Is there any reason that directors cannot have access to what and how we will be scored on this year's grant? This would be invaluable in helping us focus the grant on what DESE considers important rather than making it a guessing game.

A. We will not be providing the rubric prior to the grant deadline.

Q24. On Attachment D it says to create a document that provides the following information as requested in Sections 3.3.1, through 3.3.4 of the grant. Number each page and put the Program Name on each page. Clearly identify each section following the format below.  
PROGRAM NAME:  
CONTACT NAME:  
PHONE NUMBER:

and then it has sections 3.3.1, 3.3.2, 3.3.3, and 3.3.4

My question: Where are we suppose to put PROGRAM NAME, CONTACT NAME, AND PHONE NUMBER before each section, or with page number? Where exactly?

A. Each section does not require PROGRAM NAME, CONTACT NAME, and PHONE NUMBER. However, each page requires Program Name and Page Number (not the other information). Program name and page number can be at the top or bottom of each page. Each section should be clearly identified with the name of that section. For example, "General Information A," "Program Operation, B"

Q25. Where does the PROGRAM NAME, CONTACT NAME, AND PHONE NUMBER GO?

A. When following the outline in Attachment D, Program Name, Contact Name, and Phone Number, are the first 3 things we ask you to respond to when writing your proposal. The answers to these items are only to be written once. After that, you will respond to "General Information, A", then "General Information, B", etc. As you are responding to each of the

items in Attachment D, it is assumed you will have multiple pages. If that is the case, on each page, put the program name and page number.

Q26. On page 7 of the AEL grant I have a question about Step 1 of the step-by-step process.

It says "*and if successful, the Appraisal (ESL students) to determine level of assessment(s) to be given.*"

My question - I read this to mean if an ESL student isn't successful with answering the 6 oral questions then we stop the process. Does this mean they are automatically placed in level one?

We have always given the appraisal and then the test even if they are not successful with the 6 oral questions, is this incorrect? We did this so we could have something to entered into ACES as initial scores.

A. When a student cannot answer the 6 oral questions the appraisal is not needed/used to determine the CASAS level; the lowest CASAS level is then administered (Step 2 of Step-by-Step process).

Q27. Is there any place in the grant that mentions the area a local program can serve. For instance, if I serve the Rockwood School District, is there documentation that tells me I can't open a class in Pacific? I didn't see this in the documentation and may have overlooked the information.

A. There is no restriction on the area to serve. We do ask you to describe the geographic area you plan to serve in 3.3.1.E

Q28. Section 2.2.4, third sentence reads, "This is done by pre-testing in Reading, Math, and Language for ABE/ASE students (TABE) ... Does the and indicate that testing must be performed in ALL subjects?

A. See language in 2.2.3 [Approved Assessment Instruments A](#). "Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests." This is an exception. 2.2.4 is describing a general approach (the NRS approach) to determine progression; you are to pre-test in all 3 areas unless the student falls under the exception.

Q29. Section 2.2.24 Grantee's Dunn and Bradstreet (Duns) Number: By signing this grant you acknowledge a current registration with the Central Contractor Registration (CCR) organization.

a. Question: Our district does have a Duns Number, but when I asked about CCR I was told that on July 30, 2012, the CCR, FedReg, ORCA, and EPLS were migrated into the

System for Award Management (SAM). Our district is registered with SAM. Since I am not familiar with CCR, will this be an issue?

A. No, do not worry about this.

Q30. The cover page of the document is currently published in PDF form. Will this page be made available in a format that can allow editing?

A. No, the cover page will only be available in PDF form. Applicants should print this page and fill it in by hand.

Q31. 2.1.5 Teacher Certification Requirements  
Does AEL teacher certification under the new grant not include participation in the Pre-Certification Workshop (PCW) and the Beginning Teachers' Assistance Program (BTAP)?

A. The grant or bid specifications provide an overview of certification and do not spell out all certification requirements. Detailed certification requirements, including participation in PCW and BTAP, are still in place and can be referenced in the Directors' Guide.

Q32. 2.2.4 Student Progression Post-testing  
The grant/bid specifications state that "If the student is assessed using the same form and level of the test, there must be at least 120 hours of instruction between the testing to be considered valid." However, in a Directors' Webinar, it was stated that after the initial post-test, the number of hours between post-tests did not matter. Isn't this contradictory?

A. No. To re-use an identical form and level of a test, 120 hours of instruction or six months of time must occur.

Q33. 2.2.4 Student Progression Post-Testing  
How long does the early post-test documentation need to be retained?

A. Follow retention guidelines in Attachment B. Post-testing documentation supports information in ACES; therefore, is required to be kept for a minimum of 3 years.

Q34. Do all four signature pages have to be original or can you have one original with three copies?

A. Provide one original signature page with three copies.

Q35. 3.1 Submission of Application

Is it correct that applicants are to use the format from Attachment D to organize your proposal?

A. Yes.

Q36. Where do you get the grantee Dunn and Bradstreet Number?

A. Any agency that receives federal money is assigned a Dunn and Bradstreet Number; it should be available at the organization's business office.

Q37. 3.2 Evaluation Process

Will there be a breakdown on points for Demonstrated Effectiveness provided?

A. No. There will be no breakdown for points beyond that stated in 3.2.1 Evaluation Process.

Q38. Is there a way to have access to where your program ranks regarding cost per student? Do you have a range of cost per student for the past several years?

A. We can provide this for FY 11 and FY 12. You may contact Monica Silvey and ask for this information.

Q39. Who do you count in service to basic literacy students? What levels do you use?

A. Service to basic literacy students refers to serving students in ABE and ESL levels 1 and 2.

Q40. For new programs that do not have a recent history of providing services, how do you report outcomes for serving Core Indicator 3: Receipt of High School Equivalency Certificate?

A. This section of the application should state what the applicant proposes to do in the future to address this core indicator, so past performance is not required in this section.

Q41. Can we assume that there will be the same or a comparable "GED OnlineClass" to serve candidates for the high school equivalency certificate as the current GED OnlineClass?

A. Yes, while it might not be the exact same website or name, there will be a comparable online service to students seeking to study for the high school equivalency certificate.

Q42. 3.3.1.C General Information

What constitutes a person being in a "management or supervisory position?"

- A. Staff members that supervise other personnel, including “lead” teachers that supervise other teachers.
- Q43. 3.3.1.3.6 General Information  
What is meant by “Type of contact with student?”
- A. This section refers to how a position interacts with students directly to provide service.
- Q44. 2.4.18 Grantee status  
Does this mean that the host agency has to pay all taxes and benefits from the agency?
- A. Taxes and benefits are paid by the host agency but may be reimbursed out of the grant funding.
- Q45. 3.3.1.C General Requirements  
If you have the directors’ resume, do you also want information asked for in Section C for the director?
- A. Yes.
- Q46. In our program, we have lead teachers that collect assessment information and create schedules for teachers. Would a person performing those duties be considered supervisory?
- A. Yes.
- Q47. What applicants or employees of applicants does Attachment C refer to?
- A. Attachment C does not apply to grants (public applicants); it only applies to private bidders.
- Q48. What are the limitations on the amount of text for the proposal?
- A. The only limitations are stated in the General Information section, items B, C, and E.
- Q49. How do you want the Program Name and Page Number formatted on each page; top of the page or bottom of the page?
- A. Either as long as it is on each page.

- Q50. Attachment D, General Information, Item E  
How do you want the geographic service area described?
- A. By the city, county, school district, geographic description, or other. The applicant may choose how they wish to describe it.
- Q51. Attachment D Budget  
How specific would you like the budget narrative?
- A. Provide enough information to describe what the line item is and how you came up with that amount. Don't just put in lump sums. Include information that provides details about how you arrived at that sum. Although the example and the sample files are different they provide the required information with different levels of detail.
- Q52. Attachment E.1 Detailed Budget Sample  
Please explain the heading "Local Resources" and are they required?
- A. Local Resources in each category are what your partners (host agency, community, etc) provide in the way of funding or in-kind participation. This information is not a requirement, but it creates a complete funding picture of the program. It helps provide an overall understanding of your program and how the community supports it.
- Q53. Are in-kind contributions considered a local resource?
- A. Yes.
- Q54. Should applicants include rent provided by the host agency?
- A. Rent is an in-kind contribution. Providing this information is not a requirement.
- Q55. In Attachment E, "Other Support (Local Resources)", please explain the DESE note below the reference regarding \$313 for GED graduation invitations.
- A. The guidelines on what is an allowable expense with federal dollars (based on OMB circulars) also apply to "match" contributions (actual contributions as well as in-kind contributions). Federal dollars cannot be used for activities associated with GED graduations; therefore, these local resources are not to be included in this budget/bid.
- Q56. Why then would rent be considered an in-kind contribution?

A. Federal guidelines do not prohibit the use of AEL moneys for rent; that is a state stipulation.

Q57. Would letters to students regarding attendance be considered a Category I or Category II expense?

A. Letters to students would be considered a Category I expense because it involves direct contact with students.

Q58. Should attachments that are not applicable to our proposal be included?

A. Attachments which are not filled out because you are not participating in special categories (i.e. Attachment G, H, or I) or Attachment C if you are completing the grant application, can be excluded.

Q59. 2.1.1 General Requirements

It is stated that “the grantee shall provide services and instruction in one or more of the following categories” and then lists three areas of AEL instruction. Does this mean that programs do not have to provide ESL services?

A. Yes. This is a change from previous grant cycles.

Q60. Is there any penalty for not providing ESL services?

A. No.

Q61. Should we refer to high school equivalence instead of GED?

A. Yes, it would be correct to use the term “high school equivalence” but an applicant will not be penalized if the term GED is used.

Q62. Programs were previously cautioned that there may be a 12—15% in available funds due to federal sequestration. Should budget proposals reflect this projection?

A. Applicants should submit a needs-based budget that meets the need of the proposal.

Q63. When will grants and contracts be awarded?

A. It is planned to have the bulk of the awards completed by the end of April.

- Q64. If past projections of numbers served have been inaccurate, should that be addressed in the proposal?
- A. During the evaluation of proposals, available data will be accessed to examine the cost per student in previous program years. Applicants should use their best judgment in providing additional information regarding this data.
- Q65. What years of data will be used in the evaluation process?
- A. The previous two fiscal years will be used: Fiscal Year 2011 and Fiscal Year 2012.
- Q66. Would a disabled veteran that works for the school qualify for bonus points?
- A. No, the grantee/bidder must be a Service-Disabled Veteran Business Enterprise or propose a Service-Disabled Veteran Business Enterprise be utilized as a subcontractor.
- Q67. Can the organizational chart for the AEL program be placed in the grant as an attachment or must it be in the "body" of the grant under 3.3.1 D?
- A. An attachment with a reference is fine.
- Q68. We have two GED certified teachers that are also employees of Probation & Parole here in Hannibal. As Probation & Parole employees they are also employees of the State of Missouri. Do we need to complete the Attachment C for each of them?
- A. Attachment C does not apply to grants (public applicants); it only applies to private bidders.
- Q69. In planning my budget for the grant- Will MTI continue (for the next three years) to reimburse our program for mileage incurred for MTI seminars as they currently do?
- A. We anticipate continuing to reimburse mileage; however, the parameters may be redefined (for example, the mileage reimbursement rate).
- Q70. Do we budget for anticipated pay increases or PSRS percentage increases?
- A. You should budget based on what you feel is your program's anticipated budget needs for the 2013-2014 year.

Q71. If the percent for Category II exceeds 5% a detailed description must be given as to why the cost limits are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination. No more than 21% may be requested for administrative functions.

Is the detail description (referred to above) part of the budget narrative or separate?

A. **Either is acceptable.**

Q72. In section 2.1.1 The contractor shall provide services and instruction in one or more of the following categories (WIA Sec.231 (b)):

- A. Adult education and literacy services;
- B. Family literacy services;
- C. English literacy programs (English Language Learner services).

Can you provide me with a definition of A, B, and C?

A. **Please see WIA, Title II, Sec. 203 for definitions.**