Adult Education and Family Literacy

Competitive Grants FY 2011-2012

Question and Answers

Posted May 27, 2011

Question #1: There is a new column this year on the Local Performance (Target) Forms entitled "Minimum 1 yr Completion Rate to reach 5 yr Goal." How are the percentages in that column derived?

Answer #1: The method used for establishing completion goals are as follows:

1. Using the National Reporting System (NRS) averages as benchmarks, FLDOE set the overall goal so that Florida will be at or above the 2009-10 average national completion rate (NRS Table 4, Column H) at all functioning levels by the end of 2015-16 (five years).

2. FLDOE took the 2009-10 state-level data and determined the gap between our state average and the 2009-10 national average for each functioning level.

3. Where Florida's average was higher than the national average, we set our goal to be a one percentage point increase per year for a total five percentage point increase at the end of the fifth year.

4. Where our state average was lower <u>FLDOE took the gap and divided it by five to calculate the first-year goal</u>. For example, if the national average was 50% and the state average was 30%, the first-year goal would be 34%, which would put the Local Education Agency (LEA) on track to make the 50% goal after the fifth year.

5. The annual goals will be recalculated each year and calibrated so that the LEAs' are on track to make the five-year goal. If an LEA does extremely well the first year and surpasses the year-one goal (Example #1 below), the percentage increase expected from year two to year three will be smaller than that of the year-one goal. Conversely, if an LEA does not make the year-one goal (Example #2 below), the marginal increase expected the following year will be greater.

	LEA 2009-10 Actual	State Five Year Goal	LEA Year-One Goal	Year-One Actual	Year-Two Goal
Example #1	30%	50%	34%	38%	41%
Example #2	30%	50%	34%	30%	35%

Question #2: The Student Performance Form has a column labeled Timelines for Data Collection which states NRS - fall 2012. With NRS running a year behind, how do we document this for deliverables for next year?

Answer #2: The Student Performance Form refers to grantees' 2011-12 data (not just NRS) that must be submitted through the data surveys sent to FLDOE. All grantees' final 2011-12 submissions, after correcting errors, should be submitted before fall of 2012. It is correct that NRS data is typically one year behind. However, all grantees' data, which includes NRS data, should be of the highest quality before it is sent to FLDOE -- so that it is trustworthy. If not, the grantee is out of compliance with the requirements of the grant with regard to data collection, reporting and submission.

Question #3: We did not have any of the grants for the 2009-10 school year. Therefore, we have no NRS data. Should we leave Column 4 on the Corrections Education Local Performance Form blank, or should we try to create the data from our records? Would that be the same for the other grants, if we apply for them?

Answer #3: New applicants, without NRS data, have two options for dealing with Column 4. The first is to use any trustworthy data you have as a good place to begin. The second option is to leave Column 4 at 0% for the 2010-11 year. Column 4 data does not enter into the calculations for funding; only your estimates for next year's enrollments and completions figure into this calculation.

Question #4: On several occasions throughout the years, I've been lead to believe that we cannot use Adult General Education grant funds for incarcerated adults, however, the Student Data Form provided in the RFP shows Correctional under Institutional Programs as an example. Have I misunderstood something or is there a difference between incarcerated and, say, work release?

Answer #4: The Adult General Education RFP does not include restrictions against the use of grant funds for incarcerated or otherwise eligible adults who might be in a work-release program. If otherwise eligible adults are in a work-release program and are still involved with an eligible correctional institution, based on the criteria provided in the RFP, those adults are eligible for Adult Education and Family Literacy program services.

Question #5: Must we ask students for the supplemental information to address all of the items posted on the recommended intake form in the RFP?

Answer #5: Carefully review the Data Collection Requirements for the Student Data Summary page in the RFP. Note that there are required, recommended and if applicable elements. The Example Student Data Summary Form (Excel) found on the web at: http://www.fldoe.org/workforce/dwdgrants/adulted.asp is simply an example. Agencies are not required to use the example form posted on the web. However, they are required to submit their own version which includes Student Data Summary Elements found on the Data Collection Requirements page in the RFP.

Question #6: On the Example Student Data Summary Form, the Student Type includes work release, workplace, workplace site, homeless, maintain driver's license, and court ordered - that does not get reported to WDIS. Are they required; and, if so, where are they reported in WDIS?

Answer #6: These items are not required to be collected or submitted to WDIS. The form is simply an example to illustrate data an agency may choose to collect that is applicable to their AGE grants as well as other funding sources.

Question #7: Since we are no longer setting a target for ASE High, should attainment of the GED be removed as a project goal?

Answer #7: No, it should not be removed as a project goal. We are just not using it as a basis for determining performances for this grant cycle. For purposes of this grant, we chose to focus on EFL gains that are easily measurable and should be submitted three-times a year. In future years the attainment of the GED diploma may become a major component in the performance targets**.**

Question #8: There seems to be some confusion regarding the EL Civics RFP, Narrative Component # 3. Is it 3. (a-m) or 3. (a-k)?

Answer #8: It is Narrative Component 3. (a-k). This oversight was corrected on May 25, 2011. See the revised document posted on the web: http://www.fldoe.org/workforce/dwdgrants/adulted.asp.

Question #9: Does the English Literacy/Civics (EL Civics) grant require that programs enroll students in the Citizenship Course? The Student Performance Form, in the RFP, has a column labeled Name of Performance and Brief Description with Secondary Core Measures listed. One of the Secondary Core Measures is Completion of FLDOE Citizenship Course to prepare for the U.S. Naturalized Citizenship exam. Must each non-citizen student now be enrolled in two classes – the regular 9900040 (Adult ESOL) and 9900051 (Citizenship)?

Answer #9: No. Only non-citizen students who have a short-term and obtainable goal of becoming a U. S. citizen should be enrolled in the Citizenship Course (9900051). It is recommended that non-citizen students should have an interview appointment pending within 3-4 months at the U.S. Office of Citizenship to take the naturalization exam. This is to help them remember the material they learned in the course before they take the exam.

Question #10: If the local program enrolls students in both classes, will there be a 70 hour requirement for testing in both classes or will we be able to combine the two?

Answer #10: The Citizenship Course (9900051) uses Progress Reports, not CASAS, to show progress and completion. The Adult ESOL Course (9900040) requires the use of CASAS, and the state requires students to receive at least 70 hours of instruction between pre-test and post-test. See the following for additional information:
> Assessment Technical Assistance Paper
> http://www.fldoe.org/Workforce/AdultEd/pdf/AdultEdAssessment.pdf
> Citizenship Course User Guide
> http://www.fldoe.org/Workforce/dwdframe/pdf/UserGuide-Citizenship.pdf
> Assessment Technical Assistance Paper
> http://www.fldoe.org/Workforce/AdultEd/pdf/AdultEdAssessment.pdf

Question #11: Is the FLDOE discouraging agencies from using their AGE grant funds for EL Civics?

Answer #11: No, we are actually encouraging agencies to apply for both AGE and EL Civics grants, if they wish to provide both services.

Question #12: The Student Performance Form for EL Civics has a column labeled Name of Performance and Brief Description. One of the Secondary Core Measures list Voter Registration; will a number be provided for Voter Registration?

Answer #12: The Secondary Core Measures are not collected by WDIS or College Data System at any time. The Method of Verification (Column 3) for these is by locally collected and maintained processes.

Question #13: Will an eligible applicant be at a competitive disadvantage if it proposes to provide Family Literacy services as a small component of its AGE application that directly supports a separate EL Civics grant? We would like to provide Family Literacy for dependents (e.g., spouses, children, etc.) of adults enrolled in an EL Civics program.

Answer #13: Offering Family Literacy services is an optional activity for agencies. There is no competitive advantage or disadvantage involved regarding offering Family Literacy services.

Question #14: Will adult education students in Community-Based Organizations have to pay tuition and residency fees?

Answer #14: Community-Based Organizations do not report adult education student outcomes through WDIS or the college data system, their students do not pay the state tuition because they are not included in the workforce performance funding system.

Question #15: Are small programs with limited program times and schedules required to assess the new tuition fee to adult education students?

Answer #15: All programs that receive funding through the General Appropriations Act must charge tuition per Section 1009.26 (1), Florida Statutes.

Question #16: We recognize that federal and AEFL grant funds <u>cannot</u> be used to pay for tuition for Corrections Education participants. Is it permissible for a third party (e.g., a college, college foundation, non-profit foundation, etc.) to provide tuition scholarships to pay for the inmates' tuition fees?

Answer #16: Arrangements with local community partners to provide funding for tuition and residency fees to support eligible adult education students are allowable.

Question #17: May an applicant request an award that is less than the amount that is specified on the allocation chart for a geographic area? May our institution submit a request for half of the amount listed on the allocation chart?

Answer #17: Applicants may request grant amounts up to the stated allocation for which they are applying.

Question #18: Where should the Contractual Service Agreement be included in the application package?

Answer #18: Review the Checklist (last page of the RFP) to see the order of placement for all required items.

Question #19: PowerPoint Presentation slide 29 states: signed contractual agreements needed as part of the Budget Narrative. Does this mean that a signed contractual service agreement must be included in the application due by June 3, or can an applicant provide the signed agreement after award selection?

Answer #19: A signed contractual agreement must be provided prior to the issue of the DOE 200 Award Letter.

Question #20: Can a collaborating partner, chosen to assist in the instructional delivery process, be rebid or changed?

Answer #20: Yes, a revised Contractual Agreement must be signed and submitted along with an amendment for FLDOE approval.

Question #21: May the Project Abstract, Narrative Component be provided in bullet or narrative form? Can either format be used?

Answer #21: Aside from the requirements contained in the Technical Requirements section of the RFP, there are no requirements or preferences regarding bulleted or narrative content.

Question #22: The Technical Formatting section specifies the Narrative must be double-spaced. Does the double-spacing requirement apply to tables and/or forms as well?

Answer #22: No, tables and/or forms are exempt from the double-spacing requirement.

Question #23: Is the one-page General Education Provisions Act (GEPA) summary counted in the 10-page maximum for the narrative?

Answer #23: Yes, it is considered part of the Narrative Components that must be addressed. It appears as Narrative Component, #7 GEPA, one-page summary, and also is listed on the Checklist (last page of the RFP).

Question #24: The RFP states submissions contain one signed original and seven copies of the application. Should the seven copies of the application be stapled?

Answer #24: No, please use a binder clip on the upper left hand corner of the original and each of the seven identical copies as specified on the Checklist (see last page of the RFP).