

MIGRANT AND SEASONAL FARMWORKERS COMPETITIVE GRANT APPLICATIONS FOR WORKFORCE INVESTMENT ACT, TITLE I, SECTION 167 FUNDS

QUESTIONS AND ANSWERS

1. Do we need to send a copy of the application to the program office?

No. Grants Management will disseminate copies to appropriate persons in the Department of Education, including staff of the Adult Migrant Program and Services Section.

2. Should we bind the applications in three ring folders?

We recommend that you clip or staple each individual copy, preferably on the upper left corner.

3. Do we have to get our agency's board approval in order to submit the application?

The Department of Education does not require board approval; however, you should check your agency's policy regarding this.

4. Can we apply for funds allocated to a county adjacent to ours?

You can, however services should be distributed equitably among all the counties for which you have applied.

5. Can we submit other DOE forms and attachments afterwards, as long as the DOE 100-A (Project Application Form) is submitted on the due date?

No. As this is a competitive grant application process, all DOE forms and attachments must be submitted by the due date of May 25, 2004. Please refer to page 3, Conditions for Acceptance, and page 4, Technical / Format Requirements of the Request for Proposal for guidance. It is recommended that you submit all the forms listed, whether or not you use them. Mark them as "Not Applicable".

6. How do I know if I have to submit a cost allocation plan?

The cost allocation plan is required to justify charges to the grant such as the cost for shared office space or shared equipment. A cost allocation plan is usually based on the number of persons occupying a facility or square footage.

7. Do I use the cost allocation plan to report staff whose salaries and benefits are shared between this grant and other grants?

No. Use the DOE 103-A (Personnel Schedule) form to report staff whose salaries and benefits are charged to the grant at 100% or less.

8. Should I include Work Experience and On-the-Job Training Participants in the DOE 103-A (Personnel Schedule) form or the DOE 103-B (Professional and Technical Services Schedule)?

No. Participants in Work Experience and On-the-Job Training are neither staff nor contracted personnel. Wages for participants under Work Experience and On-the-Job Training activities require separate line items on the DOE 103 (Budget Description) form.

9. Do we submit the DOE-599 (Project Disbursement) form?

The DOE-599 form is not required. This form will be used to report monthly expenditures to the Office of the Comptroller and the Office of the Adult Migrant Program and Services Section. The DOE-599 must match the DOE 103 (Budget Description) form.

10. What is considered Capital Outlay?

Under this grant, property is defined as equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, with a value or cost of \$200 or more. Please refer to page 14, Property Standards, under Special Conditions in the Request for Proposal.

11. Can we use the headings listed on page 7, Scoring Criteria, as headings for the sections in the Narrative?

Yes. This is preferred.

12. Am I required to serve youth between the ages of 14 to 21?

That is entirely your choice based on the needs that you determine exist and the resources that are available to you. Serving youth between the ages of 14-16 requires special treatment, and many of the services and activities will be focused on keeping youth in school. Youth between the ages of 16-21 may require some of the same services and activities but the treatment may focus more on getting them back to school or helping them to obtain their General Educational Development (GED) certificate or a technical / vocational certificate and eventually placing them in a job.

13. Do we submit Attachment E (Plan vs Actual Progress Report) as part of Section 6 (Number to be Served / Outcomes) of the Narrative?

Yes. Section 6 of the Narrative requires description of Quarter IV of Attachment E where you provide the total number of participants to be enrolled and the outcomes expected as participants exit the program. Expected outcomes are job placements, enrollment in a post-secondary program of education, attainment of degrees or certificates, and literacy and numeracy gains (one or more grade levels). Please refer to page 8, Required Attachments, of the Request for Proposal.

14. Section 7 of the Narrative asks that we demonstrate how project funds will be used in a cost-effective and cost-efficient manner. Can you provide examples?

A cost-effective program is generally viewed as one that delivers services at a reasonable cost and is able to target a large number of clients. Cost-effectiveness can

be measured by determining the unit cost of providing services to clients or the unit cost of placing a client in a job. These costs are determined by dividing the amount of funds requested by the number of clients to be enrolled and the number of clients to be placed on a job. The United States Department of Labor's ETA (Employment and Training Administration) Quarterly Review of Program Results as of March 31, 2003 shows that the average cost per client enrolled in the Workforce Investment Act Adult Program to be about \$2,000. The average cost per client enrolled in the National Farmworkers Jobs Program is about \$2,247. The average cost per client placed on a job in the Workforce Investment Act Adult Program appears to be \$8,813. The average cost per client placed on a job in the National Farmworkers Job Program is about \$10,000. Florida's Farmworker Jobs and Education Program cost per client enrolled in PY 2002-2004 was \$1,454 and the average cost per client placed in a job was \$8,604.

The range for the cost per client enrolled appears to be from \$1,400 to \$4,500 and the range for the cost per client placed in a job appears to be from \$3,500 to \$10,000.

Cost-efficiency can be related to how one collaborates with other agencies for the purpose of avoiding duplication of services and for obtaining financial and non-financial support for one's clients. Co-enrollment of one's clients in other workforce programs so that they may receive support with transportation or childcare assistance is one example.