

FY22 Adult Education Bidders Conference
March 26 and March 31, 2021
Frequently Asked Questions

FY22 Adult Education and Literacy Bidders Conference
March 30, 2021

1. Does the local workforce board need to sign off on a document that they reviewed the application for, and should we have this documentation to include with our application?
 - a. The Local Workforce Boards will review the completed application as a part of the grant review process. There is no form that agencies need to submit with their RFP.

2. Are entities that apply as a consortium or subcontractor considered continuing or new applicants? Will performance dollars be affected?
 - a. Prior funded programs who decide to form a consortium would be considered an existing program and would still be eligible for performance funding for prior years.

3. Are agencies not eligible to apply for funding if they do not reach the demonstrated effectiveness?
 - a. All applicants should submit their full grant request. The narrative question provides an opportunity to provide information about prior performance. Programs can use program specific data to demonstrate past effectiveness.

4. You mentioned the performance data will be provided. Will it be emailed to us or do we find it on the website?
 - a. It will be posted on the ICCB website at https://www.iccb.org/adult_ed/funding-plans/funding/fy22-ael-rfp/.
This performance data is for FY20. Programs can use program specific data for prior years.

5. Will we have access to employment and earnings data?
 - a. Yes, that information can be found at the link mentioned above. Programs will be able to use program data for years prior to FY20. This data can come from program surveys or any other data maintained by the program.

6. There is a requirement for there to be 27% credential attainment demonstrated over the past 3 years. Is there a place where we can access this information about students who have exited our program? If so, where could we find this data?
 - a. The information is located at the above website. Programs can also use program specific data for years prior to FY20.

7. Historically, IET programs could be through partnerships. Are agencies now required to have their own IET program by year 2?

- a. If you have an IET that your students are eligible to access through a partnering agency and that IET meets the AEL criteria, that will be sufficient.
8. Regarding the IET partnerships, do providers need to state the full extent of the partnerships in the proposal or are providers able to develop these partnerships during year 1?
 - a. In your proposal you should be outlining that you have the capacity to build these relationships and the first year will be a planning year. The narrative and work plan should indicate when and how the coordination will work.
9. What is an IET?
 - a. It is an Integrated and Education Training program. There are components that are required for an IET and there are links in the NOFO to help you understand more about the IET, sometimes referred to as ICAPS.
 - i. Have adult basic education
 - ii. A type of transition class of a workplace literacy and contextualized instruction
 - iii. Instruction for credential attainment
10. How will performance metrics be tracked?
 - a. The performance metrics are tracked through a data collection system. The more comprehensive data you input, the better chance we have of matching the student with the performance outcomes.
11. Will MSG's (measurable skill gains) in FY22 be based solely on NRS assessment educational level gains or will the MSG (measurable skill gain) calculation incorporate other tracked data in FY22 Illinois tracking?
 - a. MSG's (measurable skill gains) are a variety of outcomes including education functioning level. This means your student has been properly assessed at the beginning of their instruction, has been properly post-tested at the end of 40 hours or 60 hours of instruction and that we see an education functioning level gain. Another form of an MSG (measurable skill gain) is high school equivalency attainment. Another form is credential attainment. There are multiple ways to record a measurable skill gain.
12. Will the employment and credential attainment data be shared with us by student or in an aggregate form?
 - a. It will be an aggregate form per program.
13. If a student gets an HSE credential but not an MSG (measurable skill gain) we're still on the hook for the level gain. How will the credential attainment "cancel out" the need for the MSG (measurable skill gain)?
 - a. High School Equivalency Attainment is a measurable skill gain.
14. For programs serving a high number of undocumented servings without an SSN, how will their employment impact be accounted for in Illinois?

- a. Typically, we match that by SSN's. Make sure you have the students full name, students full address, and their name is spelled correctly. For students who lack an SSN, you're going to get an education functioning level with a pre and post - test.
15. Where does the employment data come from? Data match with IDDES? What if we can prove employment by other means – for example, with Missouri?
 - a. We are working on those data matches with bordering states. The narrative process allows for you to provide supporting details and information.
16. Is there or will there be an MSG (measurable skill gain) given to students who demonstrate an increase in digital literacy skills?
 - a. At this time, there is no MSG (measurable skill gain) for digital literacy acquisition.
17. In what form do you want the grant submitted? Do we keep budget in EXCEL or can it be scanned and sent as a whole doc?
 - a. How you submit your documents (Excel, PFD, single document) is your decision. However, we need to be able to open the documents, so it is suggested the documents submitted in standard formats.
18. Can we send everything in one email or does it have to go in separate emails?
 - a. You can send in one email but if you send in multiple emails, you need to be sure the subject line indicates how many emails we will be receiving. For example, 'Program Name, 1 of 3 emails, program name, 2 of 3 emails. Also, we will send confirmation emails upon receipt.
19. Are digital signatures acceptable on the grant budget certification page?
 - a. No, we do not need signatures on the budget.
20. Just to clarify, the CEO signature on the signature page can be electronic?
 - a. Yes, all signatures can be electronic. Also all consortium partners will need to fill out a signature page.
21. One place on the narrative says 25 pages and one place says 20 pages, which is right?
 - a. You have 25 pages to answer the narrative.
22. If you apply for 231 and 243, are you submitting to separate narratives?
 - a. No, you are submitting the same narrative but you must make sure all questions for both 231 and 243 funding are answered.
23. Our program has been serving ABE/ASE students for the last 7 years, our plan is to start serving ESL students. Do we need to have a performance history in order to apply for IELCE funding this year?
 - a. You do have a performance history. You have a performance history with the students that you've been serving.

24. Several of the narrative questions ask for us to address how the activity will support Diversity, Equity, and Inclusion. Is there a policy we should be referencing when answering this question?
 - a. There is no current or existing policy for diversity, equity and inclusion. However, in the NOFO in Section H, where we provide the additional resources, there is a resource on DEI that will help you frame what DEI will look like at your program.

25. Is it possible to get a copy of our rubric from last year? Or perhaps a copy of the one three/four years ago?
 - a. I do not feel that this is a resource that will benefit your application process. Upon an official request via email, the information can be provided.

26. Can we partner with another ICCB funded program within our APC to do an IET and if so, is there a way both programs to get credit for students in the program? Can we do the same thing with another ICCB funded program in a different APC?
 - a. Partnerships must be within the APC and partnerships are encouraged but at this time, I advise you to consider the current funding formula.

27. Are there any changes to the funding formula?
 - a. There are not changes to the funding formula this year.

28. Do programs need to submit organizational charts as well?
 - a. The organizational chart is a part of the budget narrative section.

29. For the work plan, will we only have one Goal/Objective per area?
 - a. You may set up the work plan for as many goals and objectives as you determine reasonable.

30. Can we expand the work plan to be as long as we need it?
 - a. Yes, you can expand the plan as needed.

31. Can you explain how the post allocation award amounts are determined?
 - a. The post allocation awards are based on the Funding Formula outlined in the Adult Education Provider Manual.

32. ICCB requires 150 NRS students, for a smaller program with less current staff, in order to serve that number of students we will need the funding necessary to serve the required amount of students to hire the correct amount of staff. However, how can we be expected to serve the required number of students if we receive less funding than requested?
 - a. If you are awarded funding and you're allocation is different that what you wrote for, your regional support will revisit that work plan with you and you will be able to adjust your goals to meet your funding targets, but there is a minimum number of students that are required to be served.

33. If a provider applies for a funding to support correctional education, but they are unable to implement services in FY22 because of COVID restrictions, will this affect the providers overall funding for their program?
- We understand the impact of COVID and there is an expectation that a plan is developed with contingencies such as remote learning to address services.
34. Is State Performance a part of Index of Need?
- No, Performance funding is not part of Index of Need
35. As far as students without an SSN, is there a way that these students can be considered towards our performance? Many of our students are undocumented?
- There are many performance outcomes so it is critical that these students have an official pre- and post-test to measure education functioning levels.
36. If a program has to return funds due to a COVID-19 slow down, will that be weighed against FY22 allocations?
- Allocations are based on the ICCB AEL Funding Formula. You can find the formula in the ICCB Adult Education Provider Manual.
https://www.iccb.org/adult_ed/provider-resources/
37. How do FY22 projected total funds compare with last year?
- There is an anticipation of level funding.
38. Do you have a timeframe that you hope to inform programs if they have been awarded the grant (assuming a state budget is in place)?
- Funding notification will occur by June 30, 2021.
39. Section 10: Professional Development. Is that over 3 years of is that a forward looking plan?
- The professional development plan is for the current grant proposal, FY22 – FY24.
40. For section 7.2 and 7.8 of the Narrative, are we expected to pick one specific career cluster for our area?
- The Tables in sections 7.2 and 7.8 can be expanded with the addition of more rows to identify all the career clusters you plan on integrating into your program.
41. Can we partner with another ICCB funded program in a different APC to do an IET? We have had some regional success doing this with other programming.
- Funding is distributed by APCs so you need to build your partnerships within your APC.
42. If part of a consortium, do all consortium partners need to prove demonstrated effectiveness separately? Or as one entity of the consortium?
- Yes, all consortium partners need to provide some sort of demonstrated effectiveness. In your narrative you will want to address how they have met that demonstrated effectiveness.

43. I am concerned that our program might not meet generation this year. What would be the consequence of not meeting generation for this year and for the competitive grant?
- a. There are no consequences for not meeting generation for the competitive RFP process.
44. For narrative questions, I'm assuming it's fine to be very brief on some points since we limited with pages?
- a. It is important to address each question with sufficient details but the applicant determines how to complete the narrative portion of the RFP.
45. If we haven't met one of the past effectiveness requirements over the past 3 years, would we be considered for funding in FY22?
- a. Review the performance outcomes that were posted and use the Narrative section to provide supporting information for consideration.
46. Does the budget need to be signed?
- a. Only the final, post-allocation budget will need to be signed
47. For electronic submissions, does that mean attachments, scans, or either?
- a. When submitting your grant package, you may scan everything into a single document or submit multiple attachments. Either is fine. However, it is recommended that your submission email includes details such as: Please note the submission for the AELFA grant from (program name). There are three attached files.
48. I have a question about page length. My narrative is at 26 pages. May I single space the lines in the graphs to bring it down to the requisite 25, or is that not allowable?
- a. You may make the charts and tables single-spaced but they must be legible to grant readers.
49. Would it be possible to increase the narrative page limit? Right now, it's 25 pages, yet the instructions/prompts are 32 pages double-spaced with 12- point font.
- a. The page length will remain at 25 pages. You may submit your RFP in any manner you choose, however, you may also label your responses and delete the instructions/ prompts. Example:
2.1 Alignment with Local Workforce Innovation Board Area Plans. Response...
2.2 One-Stop Partner Responsibilities. Response...
50. Can you point me to where I would find the amount that can be requested by each individual organization? I see that there is \$52 million in estimated total funding, anticipating 39-90 awards. By my calculations, that would mean grants available from roughly \$570,000 to \$1.3m each. Is this the correct way to look at it?

- a. In the Notice of Funding Opportunity (Pages 12 and 13), there is a table which includes the estimate of funding allocations per Area Planning Council for Federal Basic and State Basic funds. It does not include funding allocated for State Performance or Federal IELCE. In the Resources available below, there is an APC map where you can identify your APC. The allocations in each APC are divided by all funded Adult Education programs based on the Adult Education Funding Formula.

51. In the Budget Narrative document, the Cost Allocation page does not allow for me to put an X or the word Yes in the box next to Units of Instruction. It seems to only allow for numbers in the box. Do we need to put in estimated number of Units of Instruction?

- a. If the field does not allow you to type in a response, simply highlight the method you will be using. It does NOT need to be Units of Instruction as illustrated in this example.

Programs using Student Head Count or Units of Instruction generated as their basis for allocating ICCB AEFL costs should indicate below which method will be used for ICCB AEFL FY2021 expenditures.

Student Head Count		OR	Units of Instruction	
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52. The Service Ratio and Org Charts page on the first line of boxes, are you wanting us to put in numbers of staff and estimated # of students for FY22 and the estimated average attendance hours per student for FY22 or for the fiscal years as listed on the form? There is also a box for FY2019 Duplicated Totals by Instr. Category. Should that be by FY22?

- a. Yes, the FY2019 Duplicated Totals should be FY22 Duplicated totals.

In the following table provide a duplicated count of the estimated number of participants that will be claimed for students receiving instructional services in multiple categories, count them in each category in which they will receive services.

	Adult Basic Education	Adult Secondary Education	English as a Second Language	High School Credit		
<i>Participants</i>						

Estimated Funding for students served in Correctional Facilities:

*** Indicate the number of participants across all instructional categories that will be served in Correctional Facilities.*

FY2019 Duplicated Totals by Instr. Category	0
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53. I was just working in the FY 22 Budget Narrative and I have a question about worksheet Service Ratio and organizational chart. In the column FY 2020 Estimated # of students served unduplicated should provide the data related to FY 2020 or FY 2021?

- a. The column should be FY21. FY20 Final Data, FY21 Projected Data and FY22 Estimated Data

Indicate the following number of individuals based on their program role (assigned based on where the time is spent):

Total Administrators	Total Support Staff	Total Instructors	FY2020 Estimated # of Students Served (unduplicated)	Total Request	Average Hours
* Applicant should estimate the average attendance hours expected per student served with grant funds					

All the following questions are related to Demonstrated Effectiveness

- 54. There is data provided for many of the performance measures to show past effectiveness for the RFP on the ICCB website, but I don't see where we can find out the MSG percentage. During the bidder's conf. and in the FAQ it mentions that there are multiple pieces of data that roll up to generate the MSG....my question is how do we calculate it for our program to see if we are meeting the required 46%...or will this be provided in the near future?
- 55. There is a section in the RFP titled NOFO that has our performance measures for FY20. Does ICCB have the performance measures for FY19 and FY18. Is it possible that it can be shared? Also, the credentials and measurable skills gains, is this information that ICCB have? If not, can you please direct me where I can find this information.
- 56. If so, when will the remaining Demonstrated Effectiveness data for FY18 and FY19 be available?
- 57. I was reviewing the narrative and FAQs, and I see that we should address Demonstrated Effectiveness for all consortium partners. As you are aware, we only have MSG for our partners. How can I find the other information?
- 58. I wanted to ask where I could find the data for my program to be able to answer Section 1 of the FY 22 RFP. I see where FY 20 data is listed on the AEL ICCB webpage but I think I also need to share data on fiscal years 18 and 19. Is this also posted on the AEL ICCB website?
 - a. **The question requires the applicant to provide three year's data to demonstrate past effectiveness in serving eligible adult learners. If applying as a consortium, address each question for all consortium members. However, we do not specify that the data must come from the state MIS system. You may use internal data but cite how and where the data was derived.**

59. Could more detailed information be provided in regards to the work plan from the RFP. Specifically the goals and activities —could an example be provided?

- a. This is the plan to operationalize the ideas and strategies you’ve written about in the narrative.

Recruitment and Retention				
Goal/Objective	By the end of FY22, we will have recruited and retained 500 learners			
Key Activities	By September 30	By December 31	By March 30	By June 30
<i>Activity</i>	Develop full year marketing plan	Create a virtual onboarding youtube channel
<i>Sub-activity</i>	Begin facebook geo-fencing campaign	Launch the youtube channel with a virtual open house
	Enroll 125 learners	Enroll 125 learners	Enroll 125 learners	Enroll 125 learners

60. Can a program receive IELCE funding for the first time in FY22 if it will not have an IET program in place until FY23?

- a. Yes, the IET portion must be operationalized by year 2.

Are there extra reporting requirements for IELCE (meaning beyond the normal reporting we have to do for Federal Basic and State Basic funding sources) such as supplying ICCB with extra documentation related to the civics competencies?

- a. The reporting requirements are the same for all other AEFLA grants.

Does a program need to cover all the civics competencies in a class cycle?

- a. Students enrolled in IELCE instruction are required to complete a minimum of two civics competencies per 15 hours of attendance.

Finally, if a program doesn’t hit all the competencies during a class or if some students do not gain enough competencies before dropping the class, would our program be in danger of having to give back money to ICCB at the end of the fiscal year?

- a. No.