Frequently Asked Questions
Adult Education and Literacy Funds, WIOA Sec. 225 and 231

COVER SHEET		
Section	**Question**	**Response**
Eligibility and Overview	**Can a for profit entity apply for these funds?**	An "eligible provider" means an organization that has demonstrated effectiveness in providing adult education and literacy activities and may include 1) a local educational agency; 2) a community-based organization or faith-based organization; 3) a volunteer literacy organization; 4) an institution of higher education; 5) a public or private nonprofit agency; 6) a library; 7) a public housing authority; 8) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals; 9) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h); and 10) a partnership between an employer and an entity described in any of subparagraphs (1) through (9).
Eligibility and Overview	**What is the definition of adult?**	Adults are those individuals who have attained 16 years of age, are not enrolled or required to be enrolled in secondary school under state law; and who are basic skills deficient, do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are an English language learner.
Eligibility and Overview	**What funds are available for Integrated Education and Training?**	Multiple grants will be awarded. Award amounts will depend upon available funding and demonstrated need. The individual grant amounts will be determined on a cost per participant basis. The following are estimates. Projected Annual IET NRS Enrollment 25-49 = $25,000; 50-75 = $50,000; 76 or more = $75,000. See the IET form in Section VIII for additional information.
CURRICULUM, INSTRUCTION, & PROFESSIONAL DEVELOPMENT		
Section	**Question**	**Response**
Program's Proposed Staffing	**May we upload job descriptions in lieu of resumes for this question?**	Yes. The instructions have been adjusted to allow for either job descriptions OR resumes for this particular question.
Program's Proposed Staffing	**Did you say at the Bidders meeting that if someone works full-time for the college but only works with the AEL Program part-time, that they have to be marked as "full-time" in the "Program Proposed Staffing" area? Because, the column heading does say "Number of full-time employed for this position type".**	If you are including an instructor and they are part-time AEL and part-time CTE, it would be counted as full time.
Program's Proposed Staffing	**Do you want me to put what is proposed (what I want) or what I have now?**	Proposed effective July 1, 2017
Program's Proposed Staffing	**Do I list only those staff people who work solely for the AEL Program or do I need to list all of**	If the staff is providing any AEL services for the benefit of the prescribed activity they should be included.

	the Success Center staff who proctor CASAS and OPTs as well?	
Program's Site and Schedule of Services	The table isn't allowing me to add additional sites. It generates an internal error message. I also tried using a different browser and am getting the same error.	Problem resolved.
	On the Adult Ed Literacy Required activities….are the uploads required?	Yes.

PROGRAM DESIGN & LEADERSHIP		
Section	**Question**	**Response**
Adult Education and Literacy Activities – Optional	The "optional" activities table isn't allowing me to edit my information.	This question required us to create a system fix, and the editing feature is now working. However, If your program does NOT plan on offering any of these optional activities, please select N/A from the drop down list. You must also type N/A for each of the questions in this section as well.

ACCOUNTABILITY		
Section	**Question**	**Response**
Program Competency (Table Option 1)	I have access to my 2014-15 and 2015-16 data for number enrolled and completing level, but I am wondering where and what data to use for the HSED numbers. What data source is suggested for the number served and number earning certificate? I checked the application guide and did not see an appendix that included this data.	We recommend that you use either ETS or the HiSET database to get those numbers.
Program Competency (Table Option 1)	As to the total enrolled, do you want the number that started testing that year and then the completers would be those who finished all tests that year?	The number enrolled would be a subset of the ABE+ESL reported but not just limited to those that started the test. The number completed would be those that finished and passed the final test within that program year of reporting.
Program Competency (Table Option 1)	For the HSED enrolled, additional clarification would be helpful. Right now I used the state database and used enrolled as all those that attempted an official test for that program year, and then used completers as those that finished in that same year. If that doesn't work please let me know.	Students who have the goal of earning their HSED should be counted as enrolled.
Program Competency (Table Option 1)	Would number Enrolled for High School Equivalency be the number of students who are enrolled at an Adult Secondary Education level? Or should we include students who have the goal of earning their HSED diploma, but who are in the adult basic education level?	Students who have the goal of earning their HSED should be counted as enrolled.

Program Competency	Question on Table 1. If we use the goals as identified at program entry, there are students that are not necessarily at the level where HSED is possible based on their abilities? As I looked at that number, most of our students mark they want a HSED. If I use that number it changes our percentage versus if I use the number that attempted the HSED versus those who completed in a program year. Which should we use for table 1?	WIOA looks at the total pool. So that means….
		For the AEFLA 231 grant, "HSED enrolled" includes the total number of ABE 1-6 level participants.
		For the IELCE 243 grant, "HSED enrolled" includes the total number of ESL 1-6 level participants.

COMMUNITY INTERACTION & OUTREACH		
Section	**Question**	**Response**
Partnerships and Support Services AND Flexible Scheduling and Coordination	The question below is asked twice, once under Partnerships and Support Services and once under Flexible Scheduling and Coordination. I am at a loss as to what I should put her without repeating what I said the first time it was asked. *Describe your program's coordination with support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults, including individuals with disabilities or other special needs, to access educational services and to support their academic advancement and transition to post-secondary courses or career training.*	We recommend that you look at the headings this question falls under and place your emphasis on what is being asked for in that particular section. For example, under the heading – "Flexible Scheduling and Coordination" you will want to address how your program's support services are coordinated to accommodate flexible scheduling needs of those individuals with child care or transportation barriers.
Linkages to Other Resources and Partners	In the Community Interaction and Outreach section, there is a place for adding a list of partner agencies that we collaborate with. If the agency is a core partner like IVRS, should I mark that "yes" that we have an MOU with them, since we really do under the Local Plan? Or is this referring to a different MOU— only financial? What about a community partner like the United Way? (Our local United Way did sign the MOU for Region 2's Local Plan)	You should list every agency or partner that currently exists that is effectively meeting the needs of your region. This includes your CORE, required, or community partners. If IVRS is a CORE partner and they have signed your MOU, then you should check "Yes." If United Way is partner and signed your MOU, then you should check "Yes."

INTEGRATED EDUCATION AND TRAINING (Optional)		
Section	**Question**	**Response**
	To ensure that the enrollment number for IET is met, can the	Yes

	application include multiple sectors or occupation focus?	
	Is it OK for the training class to include participants that are funded from different sources (e.g. some are IET Title II participants, some are Title I).	Yes. Only those that are Title II eligible will be counted and receiving IET activities.
	Can the training component of IET be funded from multiple sources?	Yes - braiding funds for the occupational training is permissible. While Title II funds can be used to cover the training costs, note the preamble discussion in the final rules: "We acknowledge that reserving title II funds for the provision of adult education and literacy activities, including workforce preparation activities, and utilizing other sources of funding, as appropriate, to provide the workforce training component can extend the availability of much-needed adult education and literacy services."
	Would an "Intro to ..." or Career Exploration course meet the need of training for an IET?	No, included in the preamble discussion to the final rules "We do not believe that substituting general employability [instruction or] instructional materials for occupationally relevant [instruction or] instructional materials would be consistent with the statutory requirement."
	For IET, do the training instructors have to be licensed or college faculty with teaching experience or can it be someone from a business or who does that job? For instance, can I employ someone who works as a welder to cover the training portion of the IET?	The training element of IET should be leading toward a certificate or marketable employability skill delivered through credit, non-credit, on the job training, internship, apprenticeship, etc. The staffing for that training should be appropriate to achieve that result.
	As an AEL program that has already provided IET in the format of I-BEST using state AEL funds, how can we apply for federal AEL IET funds to use for our I-BEST program without supplanting?	Federal funds can be used to expand the currently supported I-BEST-like programs by including additional classes or additional in-demand occupations. Current programs can also be extended from 3 credits to 6 credits to match the employer needs in occupational training.
	Is it acceptable to apply for IET funds to use for academic I-BEST? The grant application lists only technical examples such as manufacturing. If a program wished to set up academic I-BEST, as outlined in the Winter 2016 COABE Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, would we be able to use these federal funds to do so? To clarify, an academic I-BEST class would be a transferlevel class such as Communications, Sociology, or College 101. Enrolled students	IET must be part of a career pathway – transitioning to post-secondary training does not necessarily meet the needs of being part of an in-demand occupation for the region. The term "integrated education and training'' Section 203(means a service approach that provides adult education and lite activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The training could include on-the-job training, apprenticeships, or short-term postsecondary credential or set of credentials along a structured career pathway that is "industry aligned along with the local or regional career clusters and industry and workforce need". While academic I-Best programs are well suited for providing a broad-based pathway, in the end, the focus of attaining specific and tangible employment may not necessarily be the direct result of the this model.

	would have the intent of completing a 2-year community college degree, not short-term workforce training. Roughly one-third of Washington State's community colleges have approved Academic I-BEST applications on file.	

OTHER QUESTIONS		
Section	**Question**	**Response**
Not identified	**Yesterday you mentioned providing a workshop for students who are waiting for our classes to start, but we have them start in Edmentum or do independent study while waiting for the class to start…is that ok or are you just providing a suggestion for workplace readiness options?**	That was a suggestion for collaborating and to keep the referrals active while waiting for the next session.
	For Ability to Benefit, is there a time limit for how long a student can continue to receive Pell if they haven't completed their HSED requirements? For instance, in the past, a student could take a CTE course at the college in tandem with taking classes for HSED, but they had to receive their HSED within the year. This one isn't for the grant, just my own curiosity so I can share it with staff.	The student cannot graduate without achieving the HSED first, that was the only timeline that I could see in the guidance.
	As I understand the definition of ELA, that is an English language learner who has some English language proficiency but needs instruction in order to achieve competence in reading, writing, speaking, in order to achieve education and employment goals. **ELL are those acquiring more basic English communication skills.**	Correct
	I noticed today that the signature page for the 243 funds is the 231 page.	The problem has been corrected.
	We need to have process of RWDB approval clarified. Is this procedure acceptable? **AEL coordinator provides paper copies of AEL grant application to RWDB review committee but is**	The board review will be done by the state through Iowagrants. The point of contact has already been identified in Form 7 of the Local

	not present for their meeting. Once the RWDB committee has reviewed the application and scored it using the attached rubric sometime between May 2 and 10, completed rubric and recommendation will be postal mailed to Alex Harris. Region 7 RWDB will meet May 11 and vote on recommendation of the committee regarding AEL grant application. Notification of board's vote will be sent electronically to Alex Harris on May 12, and paper copies of board's action will be postmarked May 12, 2017. **OR** Will all board review activity be conducted via Iowagrants? If so, do we provide the name of the board member with Iowagrants access to DE so you can direct appropriate communication to this board member? And, will final board recommendation be via Iowagrants and if not, what is specific format needed?	Workforce Development Board Plan. No further action is needed from the applicant.
	My department is trying to better understand the curriculum requirements of the grant and we need a little bit of advice/guidance.	Within the HSED programs, for which subject areas are we required to write curriculum for? Math, Reading, and English Langauge Acquisition remain the core subject areas. Additional subjects include civic education - 35% of the HSED assessment is aligned with this content. https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1121.pdf.
	Also, I saw in the AEFLA grant package that programs must have curricula that includes "A scope and sequence covering all levels that provides a big-picture view of the curriculum and describes the units to be taught, and into which units history/social studies (civics education), science, and employability skills will be integrated". Which standards should we align the social studies and science curriculum to?	Refer to the response above. In other words, should the social studies and science curriculum be aligned to only the CASAS competencies (such as community resources, health, and government and law) or should we also align them to the CCRS under reading or language, etc.? The curriculum should not be only aligned to CASAS there is a need to ensure alignment with CCRS as those reading standards can relate to science and social studies.

AEFLA BUDGET SEC. 231 PY18-PY19		
Section	**Question**	**Response**
	I know that many sites use a Navigator or Career Navigator. Is this position an administrative cost? As we look towards PY 18 this is something that we are looking at implementing. If they	A navigator or career navigator would fall under administrative personnel as opposed to instructional personnel. If you want to budget ½ their position as administrative and ½ their position as instructional, that is fine as long as that 50/50 split would be an accurate representation of what this person would be doing.

	only did it half time and still did instruction would it still qualify as administrative?	
	Regarding Appendix E, "Base Grant By County", this amount (when I add all our counties) doesn't include the IET grant, corrections, or professional development, right? What about the technology grant and CASAS materials allotment that is usually part of AEFLA?	The base grant does not include IET, CASAS, or PD. The base grant does include technology and corrections.