<u>AERFP2018 Questions submitted via Email after April 10</u>

1. Can the consortium change after the first year if, for example: what if one organization wants to leave the consortium?

   Answer: Yes, consortium members can leave on their own, or be asked to leave by the lead agency. Only the lead agency is the grant recipient of funds; therefore, if the lead agency decides to stop receiving funding, none of the consortium members will receive funding.

2. If audits of the consortium occur, will individual agencies be audited? (Smaller agencies, under $500,000 have not had to do this in the past and may not have the capacity to handle this, so would the lead agency's audit be considered acceptable?)

   Answer: The lead agency assumes the fiduciary responsibility for all consortium members and will be responsible for audits.

3. If there are cuts or a consortium is not fully funded, will RIDE be regulating the level of cuts across the consortium or will that be left to the participating agencies in the consortium?

   Answer: If there are funding cuts, or funding increases, the consortium members will make those new funding decisions. However, only the lead agency is the grant recipient for funding.

4. If one organization wants to leave the consortium, what is going to happen with the funds? Are the funds going to remain in the consortium or is it going to stay with the organization? Or the organization should apply for the next two years?

   Answer: If a member organization leaves the consortium, then the lead agency must decide how to submit the budget for the following year without the organization. Future funding approval decisions will be based on enrollment and outcomes of the remaining consortium members. The funds <u>do not follow</u> an organization that is leaving a consortium since all of the funds go to the lead agency. This RFP funding cycle is for three fiscal years, so there will not be an open competition to apply for funds until spring 2021 at the earliest.

5. If faculty teaching a credit course are paid with Real Jobs RI funds, can it count as a local match?

   Answer: The ability to use any state funds as a match for the RIDE grant is related to whether the other funds are used to support the same adult education activities and services from this grant. Do the Real Job RI funds support the students who are part of this grant application? Also, we are referring programs to the funding agency to answer match allowable questions.

6. Can Title 1 funds be used to match Title 2 funds?

   Answer: No, Title 1 funds are federal funds and matching funds must be non-federal funds and those may not be used to match other grants either.

7. Academic Outcomes. Are we to show actual EFL percentages or our weighted percentages? If actual, how will readers know that we have made our goal of achieving over 80%?

   Answer: The directions are requesting that programs show the actual number and percentage of students who made EFL gains – this is not weighted percentages. An example is given on page 14. The 80% targets are also listed on page 14.

8. On the same line FY 2016-2017 The GED counted as an EFL. Shouldn't they be included in EFL gain for that year?

   Answer: In 2016-2017, the GED counted as a Measurable Skill Gain, not an EFL gain. The achievement of secondary/high school diplomas and equivalency diplomas (the GED) are reported separately on page 46, the second page of Appendix C.

9. Please clarify what you are looking for as documentation of Program Design (pg. 23). Are you looking for a summary of what we will be doing in a specific format? Usually this is a narrative section so I am a bit confused as what you are looking for as documentation.

   Answer: While most all of the other documentation requests on page 23 are components of the program, the program design request is asking for a full description/outline of how the program is designed. For the RFP application, this request is to have a big, holistic picture of the program, (as opposed to the other, more detailed criteria such as learning plans, list of technology, etc.) for reviewers so that they can more fully understand the program and its components and where they fit, thus helping streamline the review process and leading to more accurate scoring.

10. Where can local area wait list data be found? What is considered local area for the wait list? Do we use city/town information, or county information, or state information?

    Answer: Use the wait list data you have from your local program. If you can access other programs in your city, then make mention of this data as well.

11. Regarding percentages for outcomes – Is this number based on the percentage of students completing an EFL or is this based on EFL performance review percentages. For example, if 100 students are served and 55 make a level gain then the percentage would be 55% or do you mean EFL performance review percentage which would be over 100% since the federal negotiated target is less than 55%?

Answer: Use the actual unweighted numbers: 55 out of 100 would be 55%.

12. Where can information regarding RIDE's relationship/MOU with the One Stop be located? It appears that the One Stop does not want to put anything in writing to individual adult education programs since their relationship is with RIDE. I was referred to the RIDE website, but am having a difficult time locating the information that I need.

    Answer: As a mandatory WIOA partner, RIDE has an MOU with the One-Stop Centers to provide funding for the infrastructure costs and to provide adult basic education activities and services on site. This is not related to the relationship that other programs have with their local One-Stop Center. If the One-Stop does not provide written documentation, then submit a summary of your communication with the One-Stop staff and the activities conducted or planned to be conducted.

13. Should supporting documents (within each section) be uploaded as one PDF or as individual documents?

    Answer: Since the RIDE Google Drive has been set up, programs can either Upload a New document or "drag and drop" a document (including Word documents) into the appropriate subfolders without combining them into a PDF.

14. Can you identify which of the descriptions below is the way we are intended to submit our budgets?

    - The budget sheet should relate ONLY to priority areas (with ONE additional separate budget sheet for each optional area);
    - The budget sheet should be inclusive of all priority and optional areas;
    - The budget sheets should relate ONLY to priority areas (with ONE additional separate budget sheet for combined optional areas)

    Answer: The first description is correct: the budget sheet should relate only to priority areas. One additional separate budget sheet is required for Integrated English Literacy and Civics Education since this is a separate funding source. DHS Project Opportunity is a cost reimbursement grant, so there is no budget sheet to submit with the DHS application.

15. The sectioning lettering appears to happen in order, but numbering does not happen in order. In the RFP document section A 3 comes before section A 1 but in the grid on a previous page it appears how it is below.

A. Executive Summary, Effectiveness, & Populations Served	1 and 3
B. Academic Instructional Strategies	5, 6, 7
C. Workforce Development Strategies	4 and 8
D. Supporting Specific Populations	2 and 13

E.	Program Organizational Capacity*	9, 10, 11, 12

Answer: When you write your Narrative Response, use the order from the Application on pages 20-31. Do not use the order from the Grid (above) on page 18. The Documentation can be uploaded into the subfolders in the Google Drive in any order but they should be clearly titled.

16. If an organization is applying for RIDE funding and is submitting a Project Opportunity application in partnership with another organization, but that second organization is NOT providing any priority area under the RIDE RFP, is that a consortium? If not, is this considered a partnership? Or, is it considered only "working with" the lead agency?

    Answer: It is not clear what the second organization is contributing to the consortium or if the partnership ~~if~~with the second agency is ~~not~~ providing any activities to promote the success of a priority area for the lead agency. Agencies in a consortium must all be contributing to fulfilling the priorities selected. In the case described, without any further information, it appears that the relationship is considered only "working with" the lead agency – not as a consortium or partnership member.

17. If a program is implementing the RI-Best model, is it acceptable to budget for $2,000/head for all the adult learners we cover?

    Answer: No, the $2,000 limit is only for the students in the RI-BEST activities.

18. I'm exploring if there is a way that Literacy Volunteers can continue to provide tutoring in Pawtucket and Providence. Several agencies have inquired about writing tutoring services into their proposals. Are there any exceptions to the Lead Fiscal Agent having partnerships outside its consortium? I'm asking if Literacy Volunteers, which is an EBCAP program, can access streams of RIDE funding other than that which comes through our consortium (which EBCAP leads)? If not, would there be another type of funding available for agencies to use to buy consulting time so I can help them set up their own tutoring function?

    Answer: We have determined that other agencies may contract services from EBCAP to provide tutoring services. This contract for a specific service would not be considered a consortium or a WIOA-defined "partnership" of the two agencies (In WIOA, partnership means specifically with an employer). The other agency would budget the tutoring services under the "Purchased Services" line item.

19. I need clarification on the page number requirement below:.
    Each piece of documentation should be labeled with a "Documentation" header corresponding to the Section and/or Consideration and a footer with the full program name and page number.

    Header: e.g. *Documentation – Section A. Consideration 3*

    Footer: e.g. *ABE Adult Literacy Center*   *Page # of #*

In the footer, are we using the page numbers for this specific appendix documentation, or referring to the page in the narrative that it references?

Answer: The page numbers on the documentation refer to the document itself, not to the page numbers in the narrative.

20. What does this mean? What do you want to see. I do not want to send resumes.
    • Teachers' credentials (**Required**)

    Answer: While resumes would be the best way to document the teachers' credentials, large programs may submit a list of teachers' names with their degree levels and number of years of experience teaching adult education.

21. As I begin to review all the documentation and get ready to submit…….can I scan these documents and upload scanned (PDF) materials? It will be easier for me since I'm old fashioned and need a hard copy to review first (so I can be sure of labels and order); would then love to scan by section, component. Would that be ok to upload?

    Answer: Yes, you can scan documents before you upload them. Please keep the documents for each sections separate, as you will see a folder for each section as well as a folder for the Narrative Response, Required Appendices and the Optional Priorities.

22. When dropping our documents into Section B we noticed that there is no defining consideration for all of the required documents. For example, in other sections the list of required documents align under each consideration thus allowing us to use the required format for each piece of documentation: Section A Consideration 3, Section F Consideration 10, and so on so forth. However, in Section B all required documents are listed after Consideration 7. None listed under Consideration 5 or 6. We are assuming it is because the narrative criteria links all 3 considerations together. Therefore, should all of the documents in Section B be labeled Section B Consideration 7? **OR** Section B Consideration 5,6,7 ?

    Answer: Section B narrative criteria and required documentation align with the three considerations, 5, 6, and 7, and basically in that order. It will be acceptable to label (we assume you mean with headers) all of these documents with the header "Section B." However, please be sure to name each document according to the documentation names in the RFP, for example, Program Design, Proposed Class Schedule, Annual Calendar, Attendance Policy, etc.