

Purpose: THIS Q&A PROVIDES ANSWERS TO QUESTIONS SUBMITTED BY PROSPECTIVE AEFLA GRANT APPLICANTS. ALL QUESTIONS ARE ANSWERED INDIVIDUALLY AND ARE THEN ADDED TO THE Q&A SO THAT ALL APPLICANTS RECEIVE AND HAVE ACCESS TO THE SAME INFORMATION.

1. Section B: Past Effectiveness. Are the NRS Tables supposed to be attached at the end of the narrative or condensed/retyped into the one-page section of the narrative?

You may attach the tables if you like, but if you do, be sure that the narrative provides a clear enough description so that readers needn't do all the interpretation. Attachments don't count against the page limit, but don't rely solely on the tables to convey your information and evidence.

2. Section E: Curriculum & Instructional Practices. Is the list of core textbooks (question 2) to be included in the narrative or attached at the end of the narrative?

Attach it to the Section E narrative.

3. How does an applicant negotiate an increase to the 5% limit on administrative costs?

If you are requesting an increase in your administrative costs on the new FY14-15 application, you will need to submit your budget with the increased level of admin along with a comment on the comment sheet explaining the reason(s) for requesting the additional admin. Since this is a proposal we are not able to give prior approval. Final approval will be granted when the final awards are issued. At that time anyone requesting additional administration will be notified if it is approved.

4. What are Performance Targets? Where are the state Performance Targets for previous years?

Performance Targets are explained in a Fact Sheet on the CDE web page at <http://www.cde.state.co.us/cdeadult/rfp15>, scroll down to "Additional materials referenced in the application". This Fact Sheet includes the performance targets for FY13 and FY14.

The Performance Targets for FY08 through FY12 are on the CDE web page at <http://www.cde.state.co.us/cdeadult/rfp15>, scroll down to "Additional materials referenced in the application".

5. Can you provide clarification of Section E regarding "leveled" classes?

For guidance on completing this section, go to the RFA web page at <http://www.cde.state.co.us/cdeadult/rfp15>. Scroll down to "Guidance". The examples have been expanded to provide more flexibility.

6. Could you clarify the eligibility of 16 yr. olds for AEFLA services?

The federal eligibility requirement is that a person must be at least 16 years old, but that is only one of the 3 conditions of eligibility--and all 3 conditions must be true for a student to be eligible. Since, under state law, students must attend school between ages of 6-17, a 16 year old is not eligible unless one of the exceptions in state compulsory attendance law applies. Exceptions are extremely limited, and truancy is a legal matter, so you would want to check with the school district about the student's status OR not enroll the student in an AEFLA-funded program until their 17th birthday has passed.

Eligibility Criteria:

- a. At least 16 years old; **and**
- b. Not enrolled or required to be enrolled in secondary school under State law; **and**
- c. Lack sufficient mastery of basic educational skills to function effectively in society, **or** do not have a secondary school diploma or its equivalent, **or** are unable to speak, read, or write the English language.

7. If our program has a Family Literacy component funded by AEFLA, such as Parent and Child Together, does that teacher (who is primarily a childcare teacher) need to become ABEA certified?

The Adult Basic Education (ABE) Authorization is for instructors who are employed to deliver instruction to learners in ABE, ASE and/or ESL classes. If the PACT time is separate from the ABE, ASE and/or ESL instruction then the PACT facilitator would not be required by CDE/AEFL to earn the ABEA. However, if the PACT time is incorporated into ABE, ASE and/or ESL instruction, e.g. parenting skills are the content for the language, reading, writing and/or numeracy skills being taught, then the PACT facilitator would need to earn the ABEA.

8. If our program has a Family Literacy component that is not funded by AEFLA, does that childcare/PACT teacher need to become ABEA certified?

If the learners participating in the family literacy component are being reported in CAESAR AND if the PACT time is incorporated into ABE, ASE and/or ESL instruction, e.g. parenting skills are the content for the language, reading, writing and/or numeracy skills being taught, then the PACT facilitator would need to earn the ABEA.

9. Regarding Section B: Past Effectiveness, it says “Past AEFLA grantees should include and comment on program data reported in NRS Tables 4, 4B and 5.” Which program years should be included?

3 consecutive (if possible) recent years should be included: 10-11-12 or 11-12-13. For Table 5, FY10, 11, and 12 work better, as FY13 was the first year in which cohorts were used to measure outcomes rather than students’ goals, and isn’t comparable to previous years’ data.

10. The RFP states direct group instruction is to be the “primary” mode. Can you define primary in regards to this?

“Primary” means main, predominant, the rule rather than the exception—it isn’t further defined beyond its general meaning. The scoring rubric doesn’t ask readers to apply a particular formula or test for “primary”.

11. We are a for-profit corporation. Would we be considered a community based organization and therefore eligible to apply for AEFLA?

For-profit entities are not eligible providers under AEFLA.

12. The RFP states that the CDE is soliciting applications from eligible providers to DEVELOP, implement and improve adult education and literacy activities in Colorado. Does that mean that an applicant's RFP will be considered even though it may not have all the historical background of specified services?

Yes, we would consider an application from an eligible entity not formerly funded under AEFLA that proposes to develop new services.

13. Is child care an allowable expense?

Costs for child care as a support service may be allowable under AEFLA, provided other means of support are unavailable or insufficient, and the service enables eligible learners to meet program expectations for attendance.

14. As a current grantee, should we apply for a FY15 grant for the same amount of funding we received for this year?

This competition will establish a new grant cycle. Applicants who are current or former AEFLA grantees should submit a budget for the amount needed to run the proposed program, not contingent on previous years’ awards. (Bear in mind that an approved application is not always funded at the level requested.)

15. Can an AEFLA-funded program provide GED instruction in Spanish?

No, all AEFLA-funded instruction must be conducted in English.

16. Is the Acuplacer an NRS-approved assessment, and can it be used for NRS-reporting purposes?

No. To be countable under AEFLA, a student must have been pre-tested with one of the approved assessments and must be post tested on one of the approved assessments to count as a level completion. This does not preclude the use of other assessments/tests to inform instruction, if and as appropriate.

17. Can an AEFLA-funded program offer college prep?

Yes, but AEFLA-funded instruction must be below the postsecondary level and focused on basic skills. The instruction may be contextualized to include college prep skills, and/or may be offered in conjunction with a college prep course offered through another entity.

18. At which 'grade levels' are learners eligible for AEFLA services?

Learners who pre-test at or below 12.9 are eligible to be served (as long as the other eligibility criteria are met as well).

19. Are students who have high school equivalency diplomas, such as the GED, eligible for services?

Yes, if their pre-test score is 12.9 or lower, indicating a deficiency in at least one basic skill and the student's purpose in enrolling is in alignment with the purpose of AEFLA.

20. Can a service that is currently paid for through another source be funded by an AEFLA grant?

It depends on the source of funds and the circumstances. Note that there is a "supplement not supplant" requirement in AEFLA, which means the funding is intended to expand on existing activities, not replace existing state or local funding.

21. How do we get a sense of whether a proposed service fits the priorities of AEFLA as well as current state priorities?

Consult the RFA—in particular see the 'Purpose', 'Services', and 'Priorities' statements within the introductory section of the RFA; and the "application should demonstrate" statements within each section of the rubric.

For more information

Adult Education and Family Literacy Act - Request for Proposals, FY2015-16 Web page <http://www.cde.state.co.us/cdeadult/rfp15>

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