**Questions and Answers (Q&A)**

Adult Education Services FY19-FY22 Competitive Request for Proposals

Fund Codes: 340/345/359/285/563

**Updated: December 11, 2017**

**Note**: Each time this document is updated, changes since the last posting will be noted in purple. However, if questions have been previously answered, they will not be answered again in the weekly update. Therefore, it is important to review all questions and answers each week. Underlined text are hyperlinks to additional resources.

**Updates**

**Error Correction**

There is an error in the Funding Allocations for Outstationing table. Metro Southwest is listed twice. The second listing should be South Shore.

***Proposal Uploading Instructions:***

Fields marked with an asterisk (\*) are required. You will not be able to submit your grant unless you include data or uploads in all required fields. You are presented with two choices at the bottom of the submission webpage: <Save Draft> and <Submit>. Once you choose Submit, you are no longer able to make edits or change the files you wish to upload. Save Draft should be used routinely until you have completed the entire process and are certain you are ready to send your materials submission to us. Also, please note that the Part II-Budget is an Excel for PC document. Please do not work on this document in Excel for Mac, as it will not render properly, even if you subsequently save the document in a PC environment. If problems occur while using the portal, contact Wyvonne Stevens-Carter at [Wyvonne.stevens-carter@doe.mass.edu](mailto:Wyvonne.stevens-carter@doe.mass.edu).

**Bidders’ Conference Slides are available** [**here**](http://www.doe.mass.edu/acls/rfp/) **under Updates and Additional Information.**

**Below is a list of RFP documents/pages that have been changed as of 10/31. See the RFP online for updates to these documents:**

* Part II Class Plan Budget Workbook (workbook cells)
* Part II Workbook Instructions
* Table 1 (corrected allocation for North Shore)
* Needs Summary (corrected amount for North Shore/Manchester)
* Scorecard (scoring rubric language clarified; budget scoring clarified)
* RFP - Submission instructions and application portal included here: *Proposals must be submitted electronically via the online portal:* <https://webportalapp.com/appform/login/fy19application>
* Updated STAR manual is posted on [this page](http://www.doe.mass.edu/acls/rfp/star.html).
* The *Local Plan Alignment form* that was removed from the RFP in September has been edited and posted on the [Resources and Information page](http://www.doe.mass.edu/acls/rfp/resources.html).
* There are two new RFP budget-related documents: 1) instructions for subcontractor budget narrative workbook, 2) subcontractor budget narrative worksheets. They can be found [**here**](http://www.doe.mass.edu/acls/rfp/).
* List of programs that submitted Letters of Intent (LOI) is posted [**here**](http://www.doe.mass.edu/acls/rfp/).
* List of programs that proposed collaborations will be posted [**here**](http://www.doe.mass.edu/acls/rfp/) soon.

**\*\*To access workbook instructions click** [**here**](http://www.doe.mass.edu/grants/2019/ABE/) **and refer to Submission Requirements.\*\***

**Some questions that required additional time will be posted next week. Questions from bidders’ conferences that are different from questions already posted in this document are posted at the end of the Q&As under “Bidders’ Conference Q&As.”**

**ACLS will make every attempt to post a new Q&A each week; however, some questions are complex and require more time to answer. Answers to those questions will be posted as soon as possible, but the answers might not appear within a week of when they were received. Thank you for your patience.**

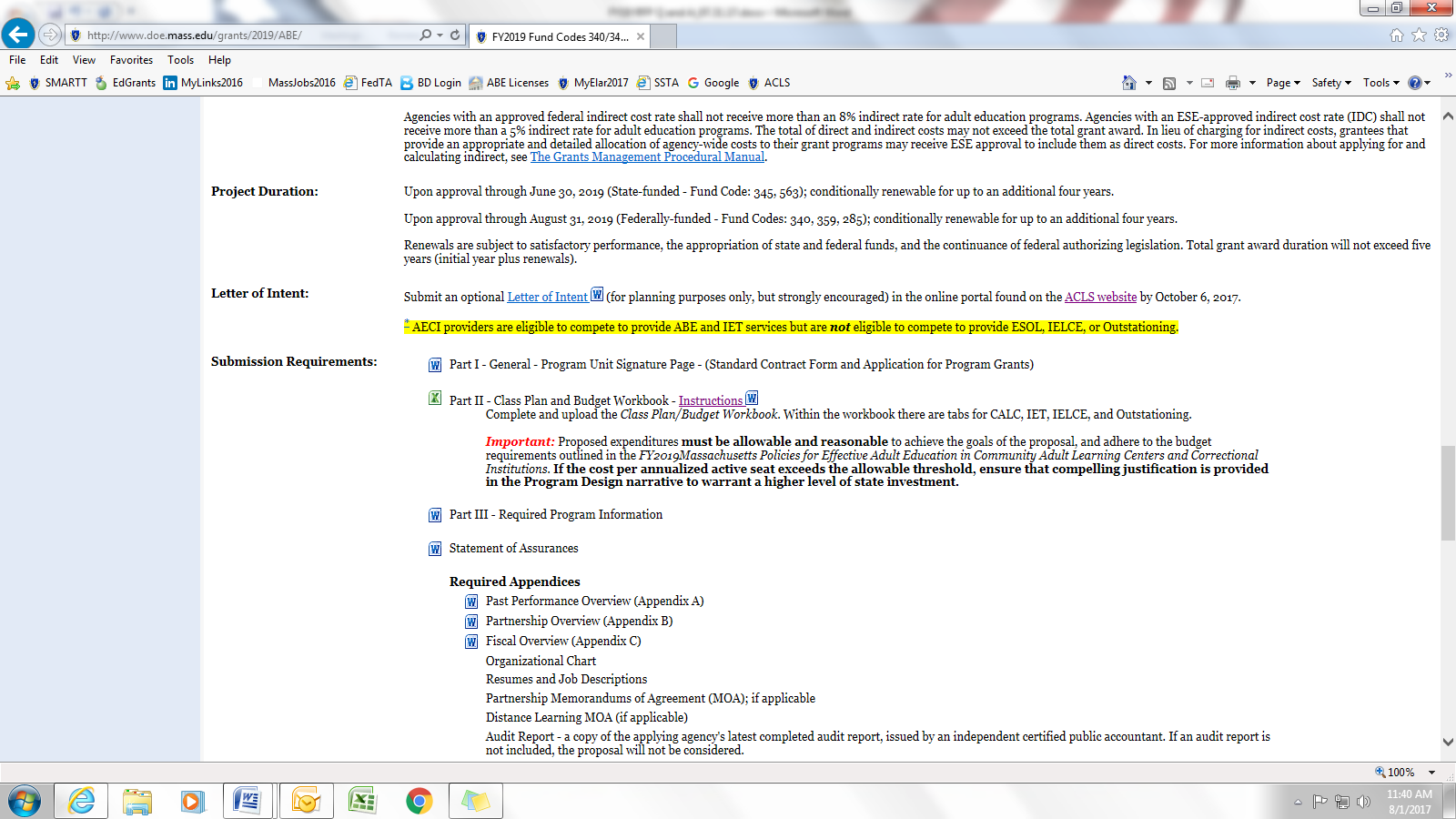
**Section A: Instructions and Resources**

1. Where can I find the policy manual?

**Answer**: A complete list of all RFP resources, including the [policy manual](http://www.doe.mass.edu/acls/abeprogram/), can be found at [FY19 RFP Resources and Information](http://www.doe.mass.edu/acls/abeprogram/).

1. Where can I find guidance on determining the cost per seat? There is no ‘start’ tab.

**Answer**: The “start” tab is not available. Refer to the Overview in the separate [instructions](http://www.doe.mass.edu/grants/2019/ABE/) document.



1. On page 6 in the instructions for Column I: Cost per Seat, it states: “Refer to the overview on the “Start” tab and the policy manual for guidance in determining this cost. It also tells us to review the DEF tab for a detailed definition."  I cannot find a "Start" tab, a DEF tab or info on cost per seat.

**Answer**: Unfortunately, the Start, DEF and INSTR tabs are not available. However, all of the information from these tabs can be found in the Instructions as noted in AQ2.

1. When will the data from SMARTT COGNOS Federal Reports Table 4 for FY17 be available?

**Answer**: FY17 Cognos will be available by late October, 2017.

1. In the bidders' conferences, we were made aware that documents like the Policy Manual have been changing. We have also realized that the new demographic form was changed from its July version. When (what date) will documents be finalized and how will the field be notified?

**Answer**: There have been several minor revisions to the Policy Manual. All changes to the [Policy Manual](http://www.doe.mass.edu/acls/abeprogram/) are included in Appendix F.

1. Is there a limit to the number of things that can be uploaded as evidence? As we upload them, should we start by calling them Appendix E, F, G, etc. after completing the ones required of the application.

**Answer**: Only required documents can be uploaded into the online portal. An applicant must include all other evidence within their 40-page narrative and upload the entire document (including evidence) as one upload.

1. For collaborative grants with multiple partners, should all partner workbooks be combined into one large workbook?

**Answer**: Yes, for class plans. See Instructions for Subcontractor Budget Narrative Workbook at <http://www.doe.mass.edu/acls/rfp/>.

1. Where do match classes go in the plan?

**Answer**:Applicants that choose to include classes as match can include the description in the narrative question 1, program design and in the match budget narrative. Match classes can be reflected in the Match Budget Narrative and in response the program design prompt in Part III.

1. Exactly what audits do you require?

**Answer**: As stated in the RFP, “a copy of the applying agency's latest completed audit report, issued by an independent certified public accountant. If an audit report is not included, the proposal will not be considered.”

1. In the budget workbook, for columns L1, L2, L3, are you looking for the name a staff person who currently staffs a given position (and may possibly continue through next year), or do you want a Title/Position/Role listed? Subsequently, in the following columns, are you looking for actual degrees/license certificates currently held by staff (in these roles) or the degrees/license certificates I would require of someone staffing those positions? If dealing as a title/requirements rather than a current staff person, how would I answer “years of current experience?”

**Answer**: The title is sufficient. If the position is not filled, then the applicant could fill in the credentials.

1. How should an LEA, whose Director has recently resigned and does not anticipate having a new permanent Director until after the grant has been submitted, deal with the required resume question? Submit only the job description? Other? Will the program be penalized for this situation?

**Answer**: Applicants can submit a job description if the position is not yet filled.

1. The grants page states that resumes and job descriptions are required appendices, but the FAQ states that teacher job descriptions are not required. Clarify whether or not professional and support staff job descriptions and resumes are required or allowed, and if so, exactly how does one include them?

**Answer**: Professional and support staff job descriptions and resumes are not required. Applicants may submit job descriptions and resumes as evidence but these will contribute toward the page limit.

1. Can a project list the difference of calculated indirect between their federally-negotiated indirect rate and the max of rate of 8% as match? For example, if the federally-negotiated rate is 40% and the program budget lists $100,000, could the difference between $40,000 and $8,000 -- a total of $32,000 -- be listed as match?

**Answer**: Yes, but the match budget narrative needs to list out what the expenses are in detail.

1. Are we allowed to reference other sections within the RFP or just additional appendices? For example, can we say “see Question 4, Subsection ESOL Courses”?

**Answer**: All questions must be answered in the sections in which they appear; however, program evidence in the proposal can be referred to in two or more different narrative answers.

1. In the previous proposal, programs were allowed to put up to $20,000 for rent. Is that allowed for this proposal?

**Answer**: It is up to the applicant. Space is an allowable expense; however, it is in line 8 and will contribute to administrative costs.

1. In Part III- Required Program Information, Question 2, Access and Equity, point (b), asks for "evidence of formal agreements with local area partners to facilitate equitable access to services for individuals most in need of services, including but not limited to, methods for prioritizing sub-populations, serving shared customers, and assisting with referrals to outside agencies and non-ESE funded services, within the agency and/or community." As part of WIOA partnerships, we have an MOU that pledges these agencies to work together in an agreed-upon model for regional service delivery, including serving shared customers and referring between agencies.  Will reading teams be instructed to consider these MOUs as evidence of formal agreements, or must the ABE program secure individual MOUs with each agency?

**Answer**: Anything that the applicant would be considered as evidence must be noted in the narrative response. The WIOA Partner Umbrella MOU does not need to be submitted as part of the proposal because the MOUs are available [online](http://www.mass.gov/massworkforce/wioa/mou/).

**Section B: Submission Requirements/Process**

1. Where do we submit the Letter of Intent?

**Answer**: The Letter of Intent needs to be submitted via a new online platform called WizeHive (Zengine). The portal link will be posted to the [Grants webpage](http://www.doe.mass.edu/acls/rfp/) by August 4, 2017.

1. How does one get a username and password for EdGrants?

**Answer**: Only the programs awarded FY19-FY22 grants will need to submit final budgets via EdGrants. These grantees will be given instructions as to how to access the EdGrants system.

1. Will the application be submitted through the online portal on ACLS or via EdGrants? When will the online

portal be available on ACLS?

**Answer:** Refer to Question 1 in Section D.

1. Regarding the letter of intent, how should correctional institutions identify the communities to be

served? Would correctional institutions note the location of their facility where classes are held?

**Answer**: Correctional institutions should identify the community to which the majority of their detainees will be released. For AECI in state facilities, this may be multiple communities.

1. Do we submit the audit for the parent organization or the program?

**Answer**: The parent organization’s audit needs to be submitted.

1. Do LEAs and community colleges need to submit audits?

**Answer**: Because this is a new open and competitive request, all applicants need to submit their FY16 (or most recent) audit.

1. Correctional institutions do not have a yearly financial audit performed. Can it be confirmed that the audit

report will not be required for correctional institutions?

**Answer**: As stated in another answer, all applicants need to submit an audit. Correctional institutions may submit their most recent financial audit, performance audit or agreed upon procedural audit.

1. Aside from workforce investment boards, what other partnership MOAs must be submitted for

correctional institution applicants?

**Answer**: As noted under [Required Appendices](http://www.doe.mass.edu/grants/2019/ABE/), an applicant would only submit Memoranda of Agreement (MOA) “if applicable”. This would also apply to Memoranda of Understanding (MOU). For definitions of both MOAs and MOUs, refer to the glossary found at <http://www.doe.mass.edu/acls/rfp/Glossary.docx>.

1. Question 10 of Part III for the narrative pertaining to CALCs and correctional institutions cites “policies

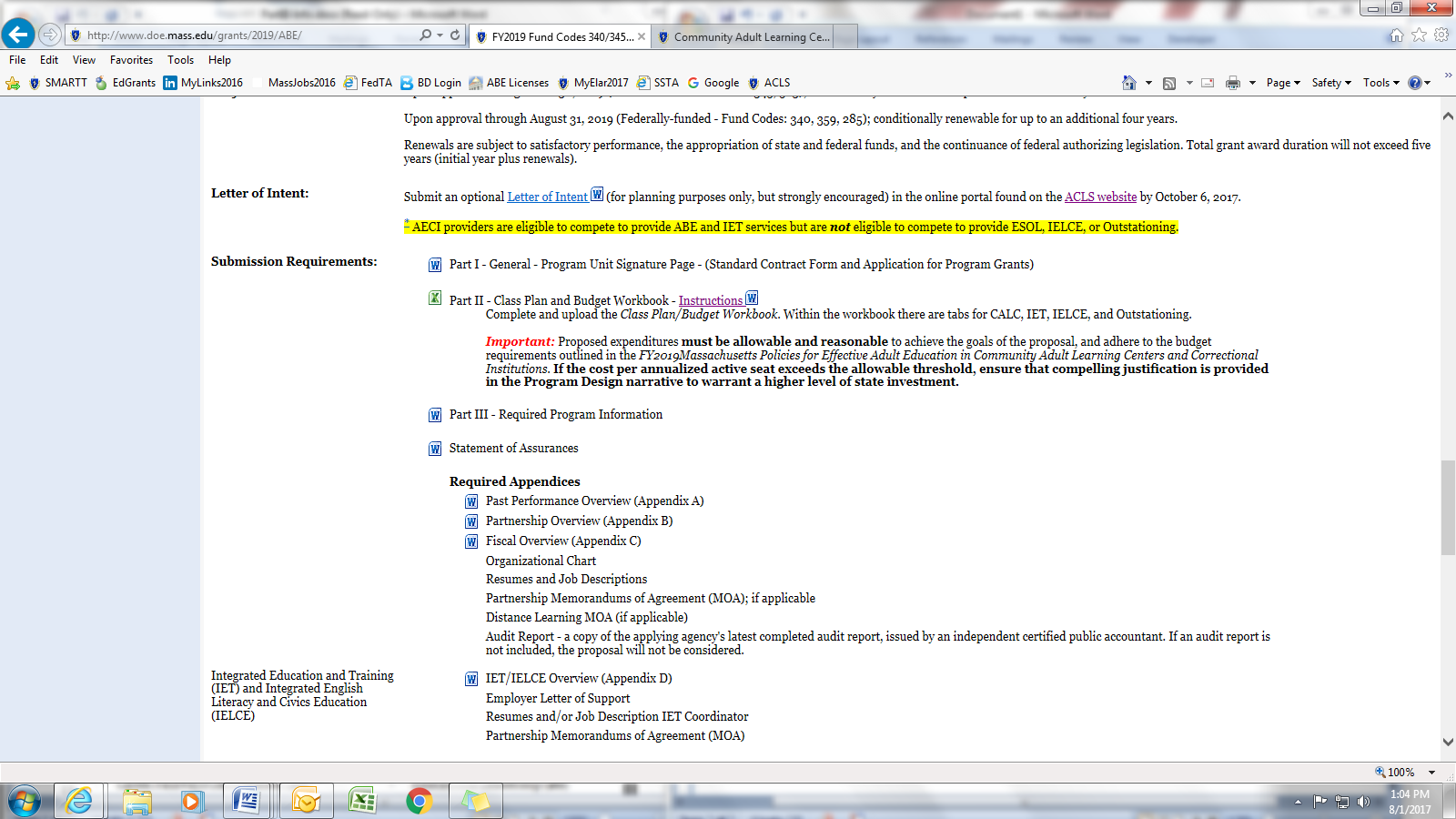
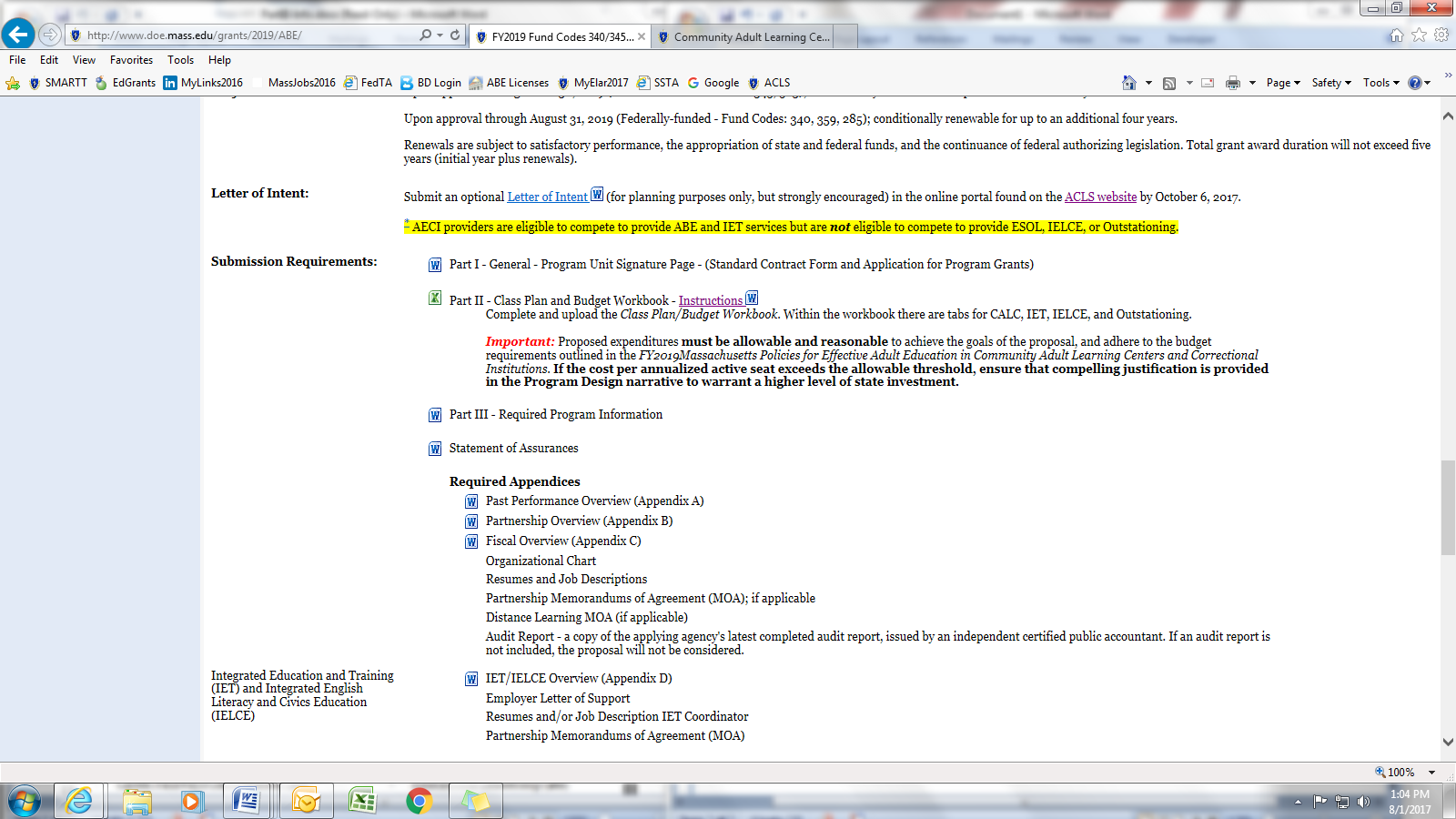
and procedures” in b and c.  Does this mean policies and procedures must be submitted, or rather described?

**Answer**: Keeping in mind the page limit (excluding required documents), programs may determine for themselves how to present evidence for each response.

1. The Review Form for Alignment with Local Plan Packages for Workforce Development Boards is not listed

as a required attachment on the posted grant overview.  Is this form required?

**Answer**: The Review Form for Alignment with Local Plan Packages will be submitted by each workforce development board, not CALC or CI applicants. Only the forms listed under [Submission Requirements](http://www.doe.mass.edu/grants/2019/ABE/) need to be submitted by all applicants.



1. On the past performance overview, it states that all applicants must provide two years performance data

which demonstrates that they have served a minimum of 50 students annually. Will new applicants be considered if they can demonstrate capacity to serve 50 students but have served fewer than 50 students in the past?

**Answer**: No. It is not enough to demonstrate capacity. All proposals must provide data demonstrating that the applicant has served at least 50 students per year for the past two years. The Department of Elementary and Secondary Education (ESE) reserves the right to verify data before awarding a grant.

1. The only place noting the requirement of having served 50 students annually for the previous two years is

on the Past Performance Overview.  Can you clarify this requirement?

**Answer**: As required in WIOA consideration 3, ACLS must consider an applicant’s past effectiveness in improving the literacy of eligible individuals in awarding grants. Accordingly, ACLS requires that an organization must demonstrate effectiveness in providing adult education and literacy activities for the past two years for at least 50 students within a year. For example, in the first semester, the adult education program served 45 students. In the second semester, the program served 35 students, 15 of whom were new students. The total number of students served by this program for that year was 60 (45 + 15). (Note: This requirement is different from the minimum annualized seats requirement for program design).

1. Could you provide past performances for three years if you have them: FY2015, FY2016, and FY2017?

**Answer**: Only two years of past performance data is required as stated on the past performance overview.

1. In the Overview for the Class Plan and Budget Workbook, Line Items for the grant are on separate sheets

from the Match Line items. But should all classes be listed on the ABE and ESOL tabs—match and grant funded?

**Answer**: Only classes being proposed for ESE funding will be entered into the class plan workbook. Match classes will be reflected in the match budget narrative (i.e., teachers for the match class on tab ML2; instructional materials for the match class on tab ML 6-10) and should be included in the Part III narrative. Funded providers will have to record match classes in the online data collection system (SMARTT).

1. Does a correctional institution need to submit individual MOUs with each of the partners that have signed onto the umbrella WIOA WIB MOU, or would that umbrella MOU suffice as proof of collaboration will all noted partners?

**Answer**: The WIOA Partner Umbrella MOU should not be submitted as part of the proposal because the MOUs are available [online](http://www.mass.gov/massworkforce/wioa/mou/). If an applicant is collaborating with another organization to provide services, an MOA is required.

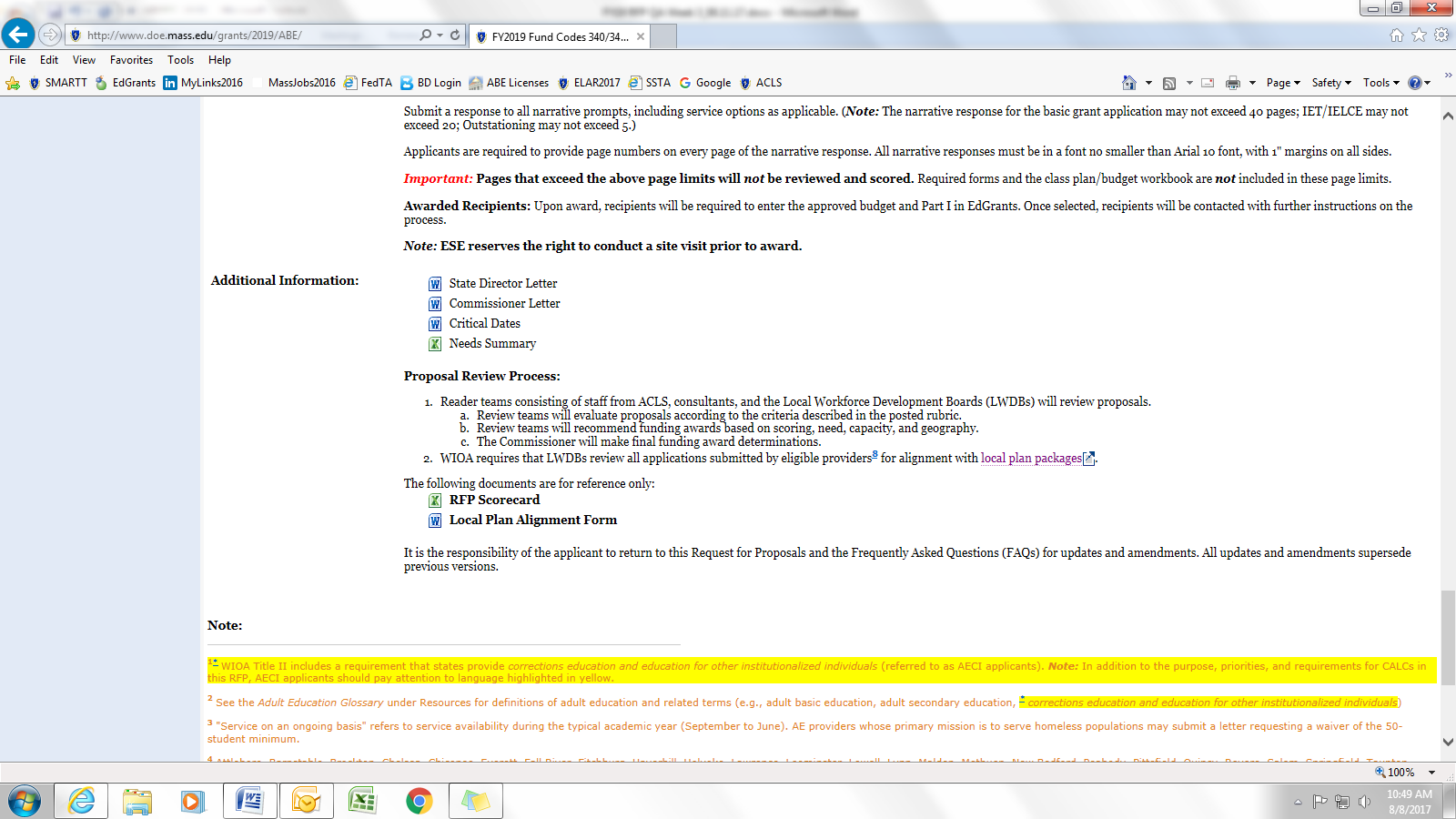
1. Our agency last had a state audit performed in FY11, and an ESE financial audit completed last year.

Would one, or both, of these reports suffice to meet the requirements of the application?

**Answer**: The most recent organizational financial audit should be submitted with the application, in this case, FY11.

1. Is it the responsibility of the CALC or CI applicant to send the Review Form for Alignment to WIBs for submission prior to the application deadline?

**Answer**: It is not the responsibility of the CALC or CI to send the Review Form for Alignment to the local workforce development board. ACLS will provide the WDBs with this alignment form and copies of program submissions for the purpose of determining alignment as part of the proposal review process (as described in the screen shot below). The alignment form was provided for the sake of transparency.



1. In the RFP under Submission Instructions it reads: *Proposals must be submitted electronically via link*

*provided in grant application. Applicants will create an account and be able to enter the portal for the RFP.* Where is the link located?

**Answer**: The link will be made available in early September under Submission Instructions.

1. Does ESE have wait list data that applicants would be able to review?  This may be helpful in determining levels of need and selecting target communities. Our group is particularly interested in the Boston region.

**Answer**: Bidders can look to the following:

* The town-by-town adult education Need Summary workbook within the [Adult Education RFP](http://www.doe.mass.edu/grants/2019/ABE/) under Additional Information;
* The July 21, 2017 memo [ACLS Response to Stakeholder Feedback on Proposed Adult Education Local Workforce Allocation and Program Methodologies for FY19](http://www.doe.mass.edu/news/news.aspx?id=24467);
* Their own waitlist or expertise; and
* Local workforce area plans.

1. Because our agency is under the revenue threshold set by the IRS and MA Attorney General to require an audit (<http://www.mass.gov/ago/doing-business-in-massachusetts/public-charities-or-not-for-profits/information-for-existing-charities/audits-and-reviews.html>), we file a financial review conducted by an independent certified accountant.  Would a copy of our latest IRS annual 990 form and/or a financial review by an independent certified account suffice in lieu of an audit?

**Answer**: Yes, programs can submit a financial review conducted by an independent certified accountant if an audit review is not available.

1. Reasonable cost is a key factor in determining awards.  If needing to choose between two programs equal in all other aspects regarding strength of proposal, the one with the more reasonable cost would receive the award. Please define what is meant by reasonable cost.

**Answer**: Reasonable cost in this example means “less expensive.” Please note that ACLS will be releasing a revised version of the workbook instructions soon. The updated language is below:

*Cost is a key factor in determining awards.  Programs are encouraged to propose a cost per active and unique seat (see KEY DEFINITIONS section below for a detailed definition) between $2,300 and $3,300. This range is based on state data from FY16 in which $2,300 is the 25th percentile of all programs and $3,300 is the 75th percentile of all programs. While programs may propose budgets below the 25th percentile, proposed budgets above the 75th percentile will not be accepted, absent a rationale so compelling that it warrants an exception.*

1. In Part III, Required Program Information, #5, Student Success reference MA Indicator of Program Quality #3. This indicator does not seem to fit with student success, thus, could you confirm this is the correctly referenced indicator?

**Answer**: In Part III, Required Program Information, #5, Student Success, IPQ 5 is referenced and WIOA Consideration 3 is also referenced, not IPQ 3. Here is the language from the RFP with the language from IPQ 5 and WIOA Consideration 3 below:

STUDENT SUCCESS (15 points)

MA Indicator of Program Quality 5 and WIOA Consideration 3

Describe the agency’s past effectiveness in meeting or exceeding the adult education program’s expectations and/or performance targets including but not limited to: (1.) areas of strong past performance and the reasons for success and (2.) areas of weakness with strategies to improve in these areas.

*IPQ 5* Student Progress: The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training and employment.

*WIOA consideration 3* Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116.

1. In the General Instructions for the Class Plan and Budget workbook, under Key Definitions “Active and Unique Student Seat”, there is a statement: “As students leave the program, seats will need to be refilled in order to remain active and maintain enrollment.” Does this suggest that ESE will only consider program models with “open” enrollment? Can programs that use managed or closed (semester based) enrollment program models apply for funds? Is this a shift in state policy now requiring open/rolling enrollment?

**Answer**: Programs can use whatever enrollment models that are appropriate to their program design and that meet the student’s needs.

1. Is the header for the second column of the IELCE Class Plan, “GLE”, correct or is it supposed to be “SPL”?

**Answer**: It should read “SPL.”

1. From the Class Plan and Budget Workbook Instructions, the key definition for “Administrative Cost” indicates that office supplies—a Line 6 item— are considered administrative costs. Is this correct?

**Answer**: This is an error. Please note that ACLS will be releasing a revised version of the workbook instructions before the first bidders’ conference.

1. In Section B, ACLS states that Correctional Institutions need to submit an audit report, but in the instructions for the grant, footnote 7 states, “Excluded from this requirement are state and local entities whose audits the Department accesses directly (e.g., community colleges, state and county correctional facilities, local public educational authorities and city- or town-operated public libraries.) Do we need to submit an audit report or not?

**Answer**: Because this is a new open and competitive request, all applicants need to submit their FY16 (or most recent) audit. If you are referring to the footnote under Required Appendices in the RFP, it has since been removed.

1. If the same students are expected to be in both the school year classes and the summer classes, should we list summer classes in the same line as the school year classes or separately?

**Answer**: Program applicants have the option to do either. If you choose to list the classes separately, then the number of students would be zero, and in the Notes column, you could write something like, “Class Y is a summer class continuation of class X, and thus linked.”

1. I just registered for one of the upcoming bidders' webinars for the FY19-22 RFP. The email repeatedly asks that we "have a hard copy of the Workbook instructions available." We believe we have gone through all the documents related to the RFP, but we have been unable to locate a document that meets that description. Could someone please direct us to the document that we need?

**Answer**: The workbook instructions can be found on the [RFP page](http://www.doe.mass.edu/grants/2019/ABE/) on the ESE website under Submission Requirements.

1. We currently have an ESE-funded Transition program and an ABE program, but we are not sure if we want to submit a proposal for the new Adult Education open and competitive RFP. If we decide not to, would this jeopardize the transitions grant we just received?

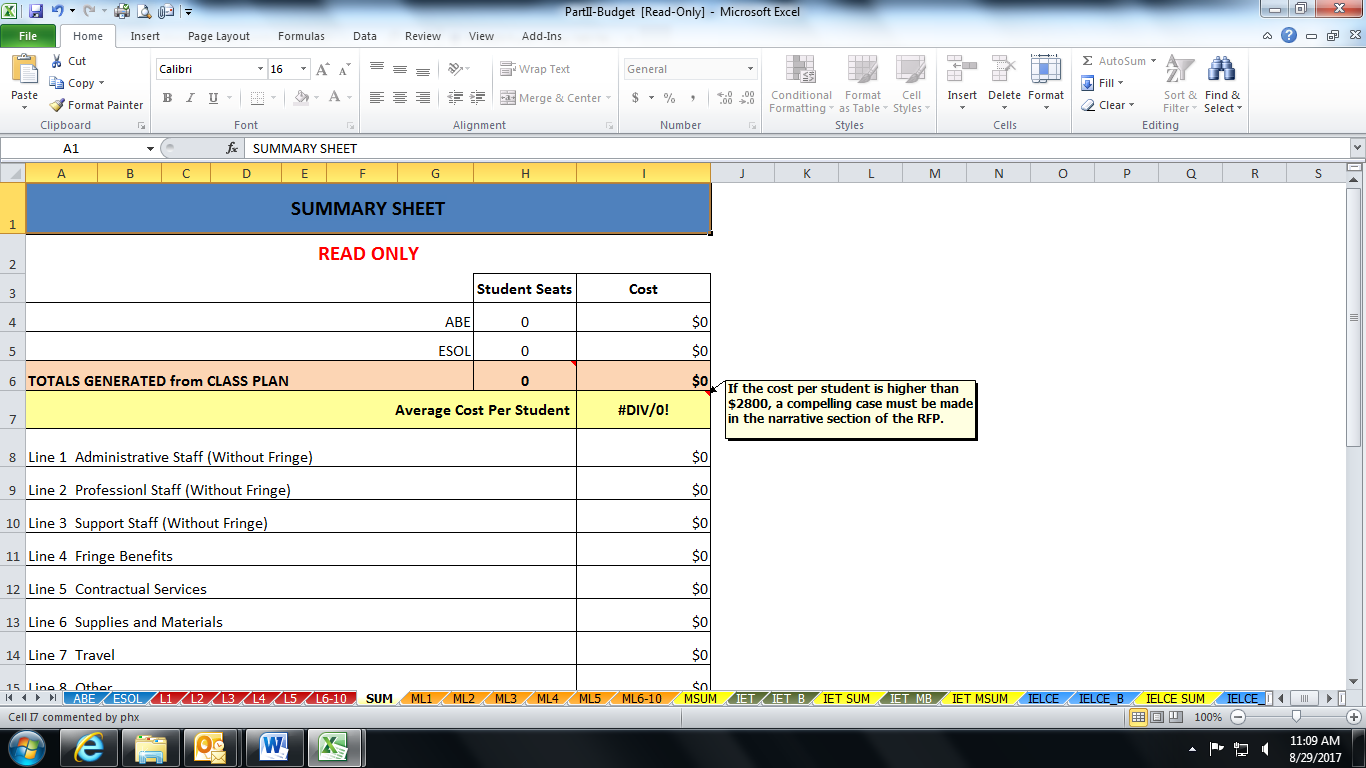
**Answer**: No.

1. Page 8 of the ***FY19 Massachusetts Polices for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*** states:

**Program Funding Formula**

ACLS supports a range of $2,300 to $3,300 funding per active and unique student seat. A program can have seats that cost more than the threshold as long as the average is within the range. Programs may propose a budget above or below this range. For designs that require an average per seat cost over $3,300, programs must provide a compelling rationale to be considered.

Furthermore, the budget instructions state in the overview, “Programs are encouraged to propose a cost per active and unique seat (review the DEF tab for a detailed definition) between $2,300 and $3,300”. However, the screen shot below of the budget summary sheet reflects the following information, “If the cost per student is higher than $2,800, a compelling case must be made in the narrative section of the RFP”. Can you please clarify whether the acceptable average per seat is $2,300 to $3,300, or $2,800?



**Answer**: The acceptable range is $2300 to $3300. ***Updated Question and Answer:*** The Policies state that ACLS supports a range of $2,300 to $3,300 funding per active and unique student seat.  When entering on the budget pages, it states that the average funding per seat cannot exceed $2,800.  Which is correct?

**Answer**: The range of $2300 to $3300 is correct. Please disregard the comment box that states $2800.

1. Is a multi-site program required to maintain 50 active student seats at all times at each program site, or just overall for the whole agency? Example: a sequence of three at a site in one community might have classes of 15, 15 and 10 for a total of 40 active student seats, while a site in another community might have a sequence of 15, 15, 15 and an IET with 15 for a total of 60. Are you looking at the agency's total of 100, or are you thinking that only one site, the one with 60 seats, meets the requirement?

**Answer**: The 50 active student seats requirement applies to the overall agency.

1. Can an applicant be from out-of-state? Can an applicant provide services in another state (i.e., just over the MA border?) Can an applicant serve individuals who live outside MA but work in MA? Can an applicant partner with employers from outside of MA?

**Answer**: Programs can serve students who work in MA, and programs can contract with employers outside of MA, as long as it's a viable option for students. No, an organization cannot be out-of-state; services must be in MA, and the fiscal agent must be in MA.

1. I noticed that there is a new iteration of the policy manual dated September, 2017, (V2).  Can you send a memo when key documents like this get updated?  Could you also give us a hint as to what sections have changes, e.g., by putting them in red or purple, as in the FAQ?

**Answer**: [*FY19 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](http://www.doe.mass.edu/acls/abeprogram/) has been updated as of September 2017 and posted on the [ACLS website](http://www.doe.mass.edu/acls/abeprogram/). Appendix F: Errata and Changes list the changes that were made.

1. Will each narrative question be considered separately meaning that data used in one question cannot be reference in another question?

**Answer**: Each narrative question is scored separately. However, data and information provided in required documents, or in documents uploaded as evidence in one section, may be referenced for consideration in another section. If not referenced, it will not be considered.

1. Will agencies be receiving feedback from ESE on their letters of intent?

**Answer**: No, letters of intent are used for ACLS planning purposes only in terms of estimating how many proposals we will receive and how many reader teams are needed.

1. We have questions related to the submission of a response to the CALC RFP and around the issue of multiple submissions:

* Is the Wizehive portal going to allow us to submit multiple letters of intent/applications from the one email address that gave us access to the intent/application form?
* The downloadable Letter of Intent template calls for an “authorized signature,” but the online portal does not call for a signature.  Which is correct?

**Answer**: Each letter of intent and application must be submitted using a unique email address. No authorized signature is required for the letter of intent.

1. The instructions state that programs who serve homeless can submit a letter requesting fewer than the required 50 students. To whom do we send the letter requesting fewer than 50 slots?  Once the letter is submitted, will programs get a response?  What is the minimum number of students that can be funded for homeless programs?  Is it possible to get any guidelines or further information regarding funding for homeless programs?

**Answer**: The 50-student waiver letter is submitted with the application. The letter can be addressed to the ESE/ACLS. All applicants will be notified upon review of their entire application in late April 2018 or as soon as funding decisions have been made. No, minimum number of students has been set. Applicants must decide for themselves based on their own evidence and local area need how many students they propose to serve. Applicants proposing to serve students who are primary homeless, will still need to base their funding on the recommended cost per student range $2300- $3300. If the cost exceeds the recommended range, applicants will need to provide a compelling rationale for the proposed cost per student amount.

1. Is there a place to propose an option for distance learning in the RFP?  Should DL be listed as its own class?

**Answer**: Applicants opting to provide distance learning instruction should include this as part of their class plans.

1. We are presently a DL program.  Do we need an MOA with a Hub to continue as a program?  Can we opt out?

**Answer**: Distance learning is not a required program option. Applicants proposing to offer distance learning with a Hub providing the primary instruction for DL will need to complete an MOA with those applying for a HUB grant.

1. Is summer programming being discouraged? Based on the per pupil cost idea, a program offering summer programming and one that is not will be funded the same amount. Would summer programming be considered compelling rationale to exceed $3,300?

**Answer**: No. Summer programming is not being discouraged. It is up to the program to decide what they think is a compelling rationale for an average cost to exceed $3,300. ACLS will determine whether the rationale was compelling after receiving the proposal, not before.

1. Clarification of the active and unique seats needed; it seems from the examples in the workbook instructions that if Student A is in multiple classes - whether the classes are linked or not - it counts as one unique seat. Is this correct?

**Answer**: Yes.

1. In the past, hours not under direct administration were factored out the total salary. For this proposal, does the non-administrative work need to be broken out into separate line items?

**Answer**: If the non-administrative work in question can legitimately be categorized as direct service, then yes, the staff member in question can be broken into separate lines.

1. Is there a 25% administration cap for the IET, IELCE and Outstationing budgets?  The amount does calculate to the Combined Summary Sheet, as does the cost per student.   
   **Answer**: Yes, for IET and IELCE. Outstationing amounts do not include admin cost and are to fully support a staff to perform outstationing duties.
2. If I am not mistaken, currently funded programs can only work with either the ESOL or the ABE hub, but not with both. In other words, they can only offer DL to either ESOL or ABE students. Is it the same this time or can programs propose DL for both ESOL and ABE students with MOAs with both hubs?

**Answer**: Programs can propose to offer ESOL and ABE DL services.

1. On the Combined Summary Sheet, when you add outstationing expenses, they negatively affect the variance on that page.  The general Summary Sheet works out to zero under variance but not when I put in outstation costs.  Is this an error?  How do we make it work?

**Answer**: This is not an error. The variance will not be $0 in the combined summary sheet if you apply for the Outstationing option. The other summary sheets must have $0 variance.

1. In measuring past performance for correctional facilities, will ACLS consider that results from correctional facilities will vary depending upon the size of the inmate population?

**Answer**: Programs are asked to demonstrate that they have effectively served a minimum number of students for the past two years. We understand that programs will vary in size and that the data will reflect that.

1. Where is the link to the online portal?  At the bidder’s conference they referenced it would be available on October 7th.

**Answer**: The Letters of Intent (LOI) portal is now closed, but the application portal is open. These two portals are not dependent on each other. The application portal can be accessed under Submission Instructions [here](https://webportalapp.com/appform/login/fy19application).

1. We are deciding which format to use to articulate an agreement with local ABE programs regarding offering a continuum of class levels, prioritizing students to transfer, sharing tools and resources for various curriculum components, and other activities.  There seems to be some conflicting descriptions of the MOA vs. the MOU:

From the ABE RFP Glossary:

Memorandum of Agreement (MOA) - A formal document that delineates roles and responsibilities in collaborative partnerships. An MOA describes in detail the specific responsibilities of and actions to be taken by each of the partners working together on a project in order to achieve a shared objective.

Memorandum of Understanding (MOU) - A formal document that delineates roles and responsibilities in formal partnerships. An MOU is an official contract that describes a formal agreement and mutual understanding of an intended common goal.

The MOA described here seems to be the less formal of the two.

However, in page 34, Appendix B, of ABE FY’19 Policies the description of the MOA sounds more formal, with funding or subcontracting attached.  It says:

The memorandum of agreement (MOA) is a written document describing the agreement between the grantee and a subcontractor working together to deliver services. The purpose of the MOA is to formalize and clarify the expectations of the grantee and partnering program.

All parties must commit to fulfilling the requirements outlined in the signed Statement of Assurances and the requirements set forth in the *Policies*. The MOA must be revisited annually: one original must be signed and dated by all partners and submitted to ACLS; however, with approval from the ACLS program specialist, the MOA may be updated at any time through written agreement of each partner. The grantee is legally responsible for effective management of the entire grant, including any funds committed to a partner to purchase student services.  The grantee is responsible for having appropriate accounting systems in place to monitor contractual services and ensure that all grant funds are fully expended as articulated in the MOA and in a timely manner. The grantee is required to notify ACLS as soon as possible if funds may be unspent, including funds assigned to a partner.  If the grantee anticipates that there will be unexpended funds by any partner, the grantee will be asked to amend the grant as soon as possible so that the funds can be reallocated. Please advise as to which format/name of agreement we should use for an agreement that does not include a subcontract for funding.

**Answer**: For meeting the continuity of services requirement, either would work.

1. Is Distance Learning a required component or an option in CALCs?

**Answer**: It is up to each agency to design the program and use resources to best meet the needs of the students they serve.

1. Will there be any support in using the MSG tool to calculate gain? Or, will SMARTT/Cognos give us this?

**Answer**: No, but Cognos data for FY17 is now posted.

1. License/certification: expiration date?

**Answer**: A provisional license for adult educators expires five years after the date of issue and is not renewable. A professional license expires after five years and is renewable.

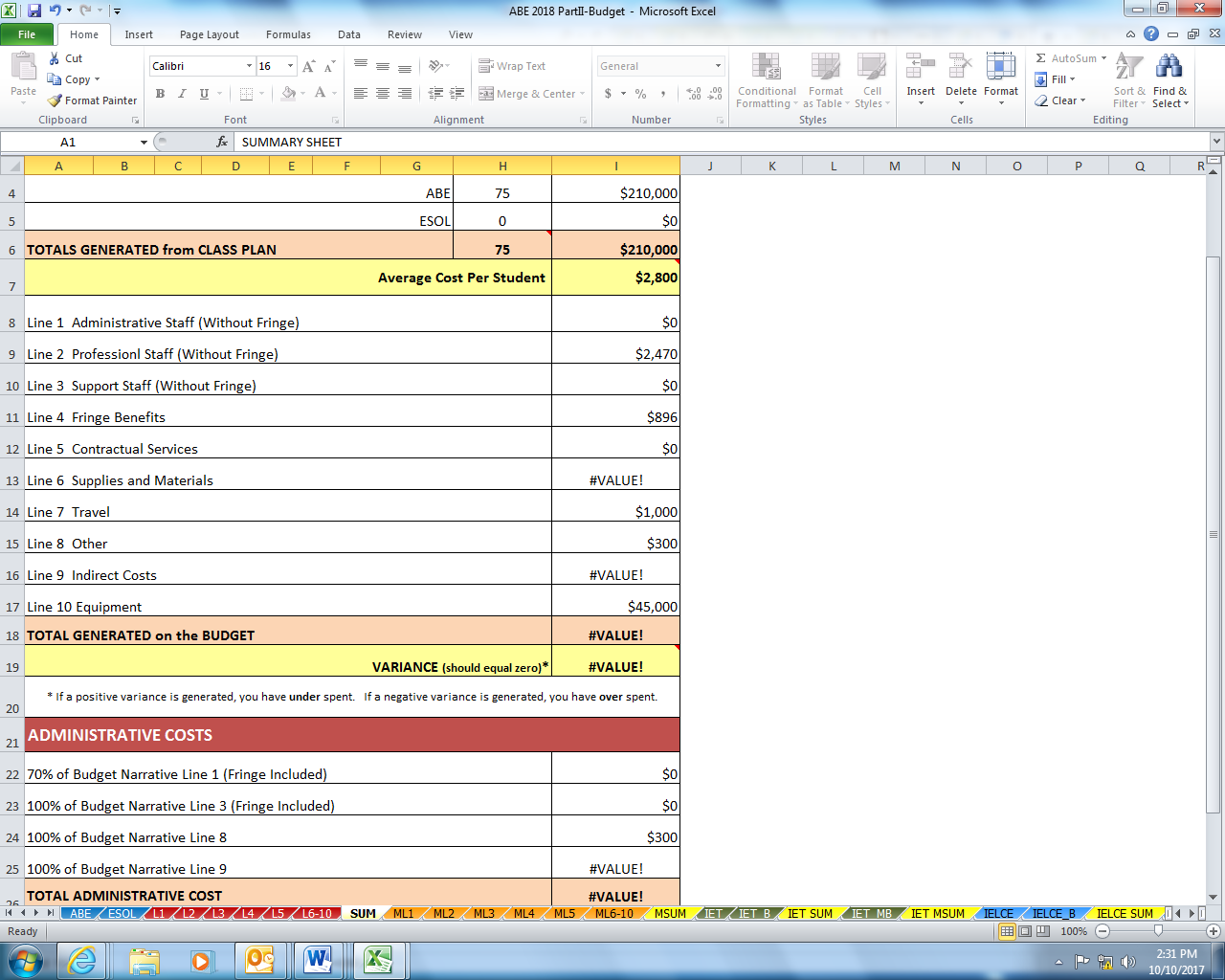
1. We have added substitute teacher wages in Line 2 in the past, not under Line 5; is this ok? To have a standard substitute listing and count them as actual employees.

**Answer**: Yes. It is up to the program’s fiscal office to determine whether the substitutes should be on line 2 or line 5.

1. If the indirect rate is not completely used in the direct budget, can the remainder be applied to the match budget?

**Answer**: Yes, but the applicants would have to break the remainder out by line item in the match narrative.

1. I am unable to figure out why I continue to have “#VALUE!” appearing in Lines 6 and 9.  I have entered figures on each of these line items on the respective pages, but it appears they do not translate to the summary sheet. Please advise. See below:



**Answer**: Please try again and refresh your screen. The Workbook should work; we’ve tested it regularly.

1. In previous RFP submissions, Spanish HiSET classes were considered Pre-Literacy ESOL, but in the class plan it was identified as ABE. In this current plan, should a notation be made in the notes section that it is a Spanish class?

**Answer**: Yes. Spanish HSE classes should be entered into the ESOL class plan with a description in the notes column and an explanation in the narrative. It is up to the program to design a class or a series of classes that meet students’ needs and that are based on research. Moreover, students who are preparing for the Spanish HSE must receive ESOL instruction in order to complete educational functioning levels (EFLs).

1. What makes a class linked? What do applicants do if applicants do not know how many seats will be shared because it changes from semester to semester based on student need. Example: ABE/ASE Program with four content-area classes, none required to be taken together:

|  | ELA | Math | Science | History |
| --- | --- | --- | --- | --- |
| Student 1 (takes 4 classes) | X | X | X | X |
| Student 2 (takes 2 classes) |  | X | X |  |
| Student 3 | X | X |  |  |
| Student 4 |  |  | X | X |
| Student 5 |  | X |  |  |

**Answer**: In the example above, the classes are not linked because as you say, they are not required to be taken together. However, using this example, Student 1 could only be counted as a unique seat in one of the four classes he/she is taking. Granted that determining ahead of time how many unique and active student seats each class will have before enrollment is not an exact science, programs are nevertheless asked to make their best projection and are held accountable to the sum total of unique and active seats.

1. The cost per student and class cost for a linked class with zero students is $0. However, there is a class cost and cost per student for class, so why is it zero?

**Answer**: Because those costs are meant to be included in the cost per student for the class that it is linked with.

1. We have a STAR class, but some students test out of STAR, but work independently, do we count them in STAR class?

**Answer**: STAR is intended for students at the pre-ASE level (GLE 4-8). Students who test above GLE 8 should be placed in an ASE level class. You may wish to review the document, *Provision of Instruction in the Essential Components of Reading: Guidance to Prepare for FY18,* found on the [ACLS Curriculum and Instruction’s STAR / EBRI web page](http://www.doe.mass.edu/acls/rfp/star.html), which outlines the type of instruction recommended for ASE students above GLE 8. Students who work independently of the class should not be counted as part of that class.

1. Can Corrections include a transition to college program for funding under this grant?

**Answer**: It’s up to the applicant if you are asking about a bridge-to-college type program as long as the proposed students meet the student eligibility criteria for adult education programs (see the [policy manual](http://www.doe.mass.edu/acls/abeprogram/)). ACLS funds *Transition to College* programs, but that funding was already bid.

1. *The question below was included in the Oct 4. Q&A:*

In the past, some funding has run through the WDB. Has that changed? Will all WIOA funding be direct from ESE this time?

**Answer**: Yes. There was a memo on June 12 to the field that announced that the funding that used to flow through Adult Career Pathways will no longer continue; therefore, all grants will be received directly from ESE starting in FY19. *We have a similar question:*

In the last open and competitive proposal for ESE ABE funds, our award was set up so that some of the funds ran through what is now OWD-in the form of what is our OWD-ESE and CDBG funding. Based on the response to the question above, and to the fact that we have no indication that OWD will be running a separate open and competitive process, we are including those ESOL slots in our program design. Is that what is expected?

**Answer**: Yes, these slots can be included in the overall program design as long as the prospective students meet with eligibility criteria for adult education services. It is up to the applicant to propose a program design that creates career pathways for students. OWD will not be running a separate competition for what was known as Adult Career Pathways programs. Developing career pathways is an expectation of all CALCS. That funding has been included in the overall CALC allocation for the current competition.

1. My agency currently has a subcontractor.  When we create the Past Performance Overview, should the data be the combination of the two sites - mine and the subcontractor together?

**Answer:** Yes.

1. For IET/IELCE proposals, is the Career OneStop Certificate Finder (<https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx?newsearch=true>) an exhaustive list of all industry-recognized credentials? Can a credential be used that is not on the list? Can a credential granted by a Massachusetts government office (e.g., EEC or ESE) considered an "industry-recognized credential" in some cases?

**Answer**: The U.S. Department of Labor’s Certification Finder database is not an exhaustive list of industry-recognized credentials (IRCs).  The intent of the Certification Finder is to help “identify occupational certifications that may be useful for current or future employees.”  In addition, Certification Finder primarily tracks national IRCs, and does not always include state IRCs such as the [Manufacturing Advancement Center Workforce Innovation Collaborative (MACWIC)](http://www.macwic.org/) credentials.  For guidance on IRCs, please see [WIOA Joint Partner Communication #03-2017 (Industry Recognized Credentials (IRCs) Resources).](http://www.mass.gov/massworkforce/docs/issuances/joint-partner-information/03-2017.pdf)

1. When evaluating past performance data for a previously non-ESE funded ESOL program, is tutor observation and evaluation, using NRS descriptors of SPL levels, an acceptable measure of English proficiency gains, or are test scores the only evidence that will be accepted?  Context for the question: In addition to our ESE-funded ABE program, we have served our local ESOL population with a volunteer tutor program funded by the Town of Plymouth for over 25 years. We have not used formal testing on the volunteer side of the program, however. This RFP offers the first opportunity in several years to better serve the ESOL need by transitioning from a volunteer program to a full continuum of classes with professional instructors. We can easily meet the requirement to have served a minimum of 50 students annually. Across the 9 towns we serve, there are over 2,200 adults in need of English instruction. We have experience, and the community has the need.  But we will be constrained from applying for ESOL if formal test scores are required to document progress through the NRS Student Performance Levels.  Please advise whether an ESOL application would be considered in this case.

**Answer**: If the applicant has evidence using the NRS SPL descriptors, then they would be considered.

1. Can students simultaneously be counted as two slots if they are enrolled in ABE and ESOL classes (meeting at different times)?

**Answer**: No.

1. How will reader review teams be guided as to how to evaluate sufficient intensity and duration?

**Answer**: All reader review teams will be fully trained in all aspects of proposal review, ranking, scoring, and recommending funding allocations.

1. The policy manual, p. 26, says: “…Grantees must provide a minimum of 20% of the total grant award as match or the amount contributed in the previous year, whichever is greater (i.e., the matching share committed in year one of a multi-year grant cycle cannot be reduced without written ESE approval). This is referred to as maintenance of effort (MOE) and it applies to the full range of commitments grantees make in the first year of a funding cycle (e.g., director qualifications, space, technology).” My program’s match in FY18 is 55%.  According to the paragraph above, and, since this is going to be the first year of the next funding cycle, I can submit a match of at least 20%, but not necessarily 55%.  Is my understanding correct?

**Answer: No. Grantees must provide either 20% of the funding request or MOE, whichever is greater.**

1. Is the number of subcontracts restricted by the grant regulations/RFP?

**Answer**: There is no restriction.

1. What is the formula for calculating per seat cost?  Need to find it for FY16 and FY17 and be able to calculate it for FY19.  Is it the total amount of funding divided by total active and unique seats?  Is current outstationing funding included?  What about DL?  Should we include both outstationing and DL in our calculations if we are applying for both?  Or is DL not a separate thing anymore? When will COGNOS data for Tables 4 and 4B be available for FY17?  There is no FY17 data at all, apparently. Is it correct to say that the performance data you want us to record on the Performance Data form will include all students who had at least 12 hours of attendance and a pretest, whether or not they had a post?  Or are we looking only at those who were both pre- and post-tested?

**Answer**: It is up to each applicant to determine the cost-per-seat for each class, including DL or blended classes. ACLS determined the range based on state data from FY16 in which $2,300 is the 25th percentile of all programs (total amount of funding divided by total active and unique seats) and $3,300 is the 75th percentile of all programs. The cost to support Outstationing should not contribute to the cost-per-seat. The FY17 data are available in Cognos. It is up to applicants to determine how to complete the Past Performance Overview.

1. Under *contractual*, if an agency is contracted by the fiscal agent to manage classes at a different site -- does will there be a separate tab for the agency's budget and match.  How does one enter the total amount of the contract? For example, if a program is a partner with a local college; when submitting an application budget match narratives have typically been broken out.  Does the new format allow for separate budget pages for partners who are part of a collaboration? How will match classes in an LEA be considered in the summary (e.g., STAR classes)? An earlier answer states that match classes will be reflected in the match budget narrative, but indicating staff does not give information about the intensity of the classes that they teach).

**Answer**: [Subcontractor Budget Narrative Worksheet](http://www.doe.mass.edu/acls/rfp/abe-subcontractor-worksheets.xlsx) and [Instructions](http://www.doe.mass.edu/acls/rfp/abe-subcontractor-instructions.docx) have been posted. Match classes can be reflected in the Match Budget Narrative and in response the program design prompt in Part III.

1. We have a collaboration with a community college and through this collaboration our students are co-enrolled in both the community college and our program.  We offer a developmental class and a credit-bearing course to our students at our site.  Our students assess at 10.9 GLE and below.  Can this program be funded through this RFP?

**Answer**: ACLS cannot answer this question without first reading the program’s proposal. If helpful, see the eligibility requirements in the RFP.

1. For outstationing, are written MOUs required between the CALC and the One Stop?

**Answer**: No.

1. Budget narrative instructions indicate that overhead expenses may be captured under Line 8 Other while Indirect Costs should be captured in Line 9 Indirect Costs. It appears that many subcategories listed under Line 8 Other, while administrative costs, can be attributed to direct program expenses rather than overhead. In prior years, we have included some of these Other costs in budgets we submitted as well as an additional indirect charge. Examples include advertising for the program exclusively, student transportation to the program, and printing of program-specific materials. Instructions state that “since the expenses listed on Line 8 are considered indirect costs, it would be unusual to see amounts on both Line 8 and Line 9.” Does ESE now consider any costs included in line 8, such as the aforementioned examples, to be indirect costs?

**Answer**: The workbook instructions were revised and posted in September.

1. If students attend intake testing for an IET program and score above 10.9 on the locator test and/or have their high school diploma, is it possible to have those students pay for seats in the IET class? The payment would be paid to the Vocational Technical High School Evening Program.

**Answer**: Adult education services offered through this grant must enroll students who meet student eligibility criteria as defined in our policy manual and must be free of charge to enrolled students. See page 4 of the [policy manual](http://www.doe.mass.edu/acls/abeprogram/), which states:

### **No Charges to Students**

Adult education programs must ensure that enrolled students are not charged tuition, fees, or any other charges or required to purchase books or materials needed for participation.

1. Can you confirm that the Partnership Overview in Appendix B is ONLY for progress to-date with workforce partners? Is it true that partners documented through MOUs or MOAs that are not workforce partners do not belong on this form?

**Answer**: Career Pathways Collaboration, the RFP states: “The state will consider the extent to which the response provides evidence of: *collaboration* activities carried out with the partners identified in the required [Partnership Overview](#partnershipoverview) (and within the agency[[1]](#footnote-1)[1] where applicable) to accelerate outcomes and increase career pathway options for out-of-school youth and adult learners (ABE and/or ESOL), and prioritize *shared customers* and *priority populations*.”  Therefore, the evidence provided in Appendix B, Partnership Overview will be considered in assigning scores.  It is up to the applicant to decide which partners belong on the form. Please use the scale on the Partnership Overview.

1. When I complete the Match Narrative page for the director (M1) by entering the director's salary and fringe rate, both the amounts are carrying over to the summary page when it should only be the fringe amount. Fringe is a match provided by the LEA. It seems like the workbook is not calculating properly since both the director's salary and fringe amount are ending up on the Summary page. Could someone please investigate?

**Answer**: One work around is to put a negative amount in the hourly rate column cell below the positive amount in the cell above it. Also, please note this in the description cell in the Match Budget Narrative spreadsheet.

1. In previously answered questions about proposing multiple IET and IELCE, you say that there should be a separate narrative response for each service option. Does service option refer to IET and IELCE or the industry specific program within each funding source? Do we write one application or one for each program? We are proposing 4 distinct programs (2 IET, 2 IELCE). If we submit one IET application, the narrative will have to explain the program details for two very different programs (one health, one culinary). So is there a 20 page limit for each specific proposed IET program (20 pages for health, 20 pages for culinary) or do we have 20 pages total do describe any and all programming under IET?  Our question is the same for the IELCE. In the IELCE grant that we are currently funded for, we submitted two different narratives: one for culinary and one for health.

**Answer**: The agency must submit an overview for each. Applicants proposing more than one IET/IELCE service option must submit a separate narrative response for each service option and complete the appropriate sheets in the class plan budget workbook.

1. The policy manual says that co-enrollment is possible in more than one program (e.g., CALC and a Transition to Community College program). Would it be possible for an ESOL student to be enrolled in an ESOL program, say at level 6 or 7, AND a pre-GED program? The reason we ask is that we know that our students do not fare as well in GED programs where they are co-mingled with native-English speakers, and we believe that if students were co-enrolled and our teachers could help to "ESOLize" the GED program, the students might be more successful. Also, we are expected to help our students achieve postsecondary outcomes BUT we are not funded to teach past level SPL 7.

**Answer**: It is up to the applicant to propose how best to serve their constituents aligned with ACLS policies and eligibility requirements.

1. If we offer a class with a math focus, not all students will choose this class in addition to the general ABE class they are enrolled in. It may be a different GLE range as in your example. Those classes may have some duplicate students and some unique students. How would we project unique student slots?

**Answer**: It is up to the applicant to propose a class design that meets the needs of the students.

1. Can you add or change the items in Line 8: Other?

**Answer**: No, applicants should find the closest fit under the categories listed and can include details under the description column.

1. Are program director, tech coordinator, and volunteer coordinator functions considered professional or administrative?

**Answer**: It is up to the applicant to determine this based on the agency’s job descriptions.

1. Is there ever a situation where a student enrolls in multiple classes and is considered a unique “seat” for more than one of the classes?

**Answer**: Funding is associated with unique seats so programs must propose a program design that addresses that. Classes can be linked to address a situation when the same students would be attending multiple classes.

1. In meetings with Jola, it was said that applicants would be able to make changes as the need arises, but the class plan system doesn’t seem to allow for that. How is this going to be allowed?

**Answer**: It is not clear what the applicant is asking. ACLS would need more information to answer this question.

1. Through our Bridge to College program, we offer ENG095 and ENG111 to our students (they have a high school diploma but score below 10.9 GLE and they plan to go to college) and they are enrolled simultaneously (co-enrolled) at our program and a community college. Can bridge classes like the above be part of a program design?

**Answer**: ACLS cannot answer this question without first reading the program’s proposal. If helpful, see the eligibility requirements in the RFP. It is up to the applicant to propose how best to serve their constituents aligned with ACLS policies and eligibility requirements.

1. We get direct funding from ESE and we also get ESE funds via OWD to partially support an ESOL program. When calculating slots for ESOL, should we include the ESE-OWD slots and costs, or just those slots directly funded by ESE? If we should only include those funded directly by ESE, when will we be able to apply for the other funds (ESE-OWD)?

**Answer**: ACLS would need more information to answer this question.

1. What is the purpose of the subcontractor budget narrative workbook, and how might it be used by programs?

**Answer:** This is for applicants with subcontracted programs delivering direct services.

1. Regarding Appendix D, does a separate appendix need to be filed for each pathway? For example: Health Services would be one pathway, so file one Appendix D; the same program also wants to apply for an Insurance pathway, so file another Appendix D for the insurance pathway. Moreover, how is this to be handled in the narrative? Should we incorporate all of the proposed pathways into a single narrative or do we need to write a separate narrative for each pathway we are proposing?

**Answer**: Yes, a separate Appendix D needs to be filed for each pathway.  Applicants must submit separate narrative responses. However, applicants can only submit one IET class plan and budget and one IELCE class plan and budget. Applicants could list separate IET programs as individual classes on the worksheet and indicate in the Notes column that these are not in fact separate classes for one IET program, but in fact separate IET programs altogether.

1. Would the cost per slot account for transfer of students to a different site within the organization?

**Answer**: ACLS would need more information to answer this question.

1. Regarding the scoring rubric, could you provide more details on the criteria for evaluating the proposals where it states "other factors"? What are the other factors?

**Answer**: The scoring rubric does not include this language. The score card can be found here <http://www.doe.mass.edu/grants/2019/ABE> under additional information.

1. To apply for DL as a CALC, we need an MOA with a Hub, but the present AE Hub is not reapplying, so there is no AE Hub with whom to have an agreement.  How do we include DL as part of our plan without an MOA?

**Answer**: On the Letter of Intent (LOI) list that is posted [here](http://www.doe.mass.edu/acls/rfp/), there is currently one program interested in applying to be an ABE and ESOL DL Hub. There are two other options that provide DL services 1) blended learning and 2) independent distance learning, which do not involve a Hub. See [DL guidelines](http://www.doe.mass.edu/acls/dl/).

1. I still don't understand how to include optional supplemental instructional activities: computer classes, DL, or tutor hours, in the class plan, given the instructions about unique seats. These supplemental instructional activities have successfully accelerated many students' outcomes, but we have never and can't require all students to take them. Let's suppose a 100 student body:

A. How do I reflect that 15 students enrolled in core classes and will take a three hour a week computer class? This would not be linked to one particular core class; students would enroll from any of our many classes.

B. How do I reflect that 15 students would be co-enrolled in DL?

C. How do I reflect that 15 would receive three tutoring hours per week?

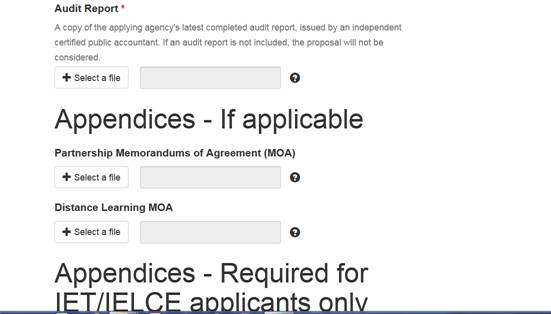
**Answer:** Please use the Notes cells in the Workbook and provide information in the narrative response to explain this.

1. Where is the new appendix referenced in question 8 under section A – “Class Plan”?

**Answer:** The answer in Question 8 (i.e., the new appendix part) no longer applies, and ACLS has since removed that sentence from that answer. Please use the Workbook and see the Workbook [instructions](http://www.doe.mass.edu/grants/2019/ABE/).

1. MOAs are listed under “required appendices”; why do they count toward the page count?

**Answer:** Anything that is under “required appendices” does not count toward the page limit. There is a separate place in WizeHive to upload MOAs (see screen shot below).



1. In the 2013 *Massachusetts Policies for Effective Adult Basic Education*, page 24 reads, “Research suggests that, depending on the student's educational level, it will take on average 152 to 173 hours of instruction, to advance one educational level.” Is that number still correct?    
   Given the recent research done on historical data to assess the effects of intensity done by ACLS, can we get the answers to the following questions in order to facilitate program design?

* How many hours of instruction per week were considered intensive for the purpose of the research?
* Does it take a student enrolled in an intensive class, on average, the same hours of class instruction to move to one NRS level as a student enrolled in a non-intensive class?
* What is, on average, the percentage of students who make significant learning gains in an intensive class? What is, on average, the percentage of students who make significant learning gains in a non-intensive class?
* At the end of a cycle or a year, is there a qualitative difference between the gains made by the students in an intensive class and the students enrolled in a non-intensive class? For example, a positive change of 33 points is considered significant learning gain in the Best Test. Do students in an intensive class make an average gain of 66 as compared, let’s say, to 40 for an intensive class or vice versa?

**Answer:** This Q&A is for RFP clarification questions only; ACLS cannot fulfill data requests from potential applicants. There is, however, a brief collection of resources that have been gathered and are posted on our website under FY19 Resources and Information. We advise programs also to do their own research as well as check the information that is available on the SABES website.

1. In Appendix A, please clarify definitions. I understand that "Number of Enrolled Students" refers to the total number of students enrolled in each SPL or GLE "band." For "Number and Percentage Completing the Level," how is "level" being understood? Does this mean the number of students who completed an SPL or GLE (i.e., the number of ESOL Beginners who moved up an SPL from their starting SPL)? In this case, moving from SPL 2 to 3 would count as completing a "level." Or, does this mean the number of students who started in a given "band" who moved out of that band during the fiscal year (i.e., the number of students who began as ESOL Beginners and ended as ESOL Intermediate or higher)? The latter requires significant movement for a student at the bottom of a "band" before registering progress.

**Answer:** ACLS designed this chart so that both currently-funded programs and potential new programs could show their classes broken out in broad levels.

1. I have a related question to Question 13: Can a project list the difference of calculated indirect between their federally-negotiated indirect rate and the max of rate of 8% as match? For example, if the federally-negotiated rate is 40% and the program budget lists $100,000, could the difference between $40,000 and $8,000 -- a total of $32,000 -- be listed as match?

Question 13 Answer: Yes, but the match budget narrative needs to list out what the expenses are in detail.

*My new question*: Where can I "list out" or explain the expenses related to Indirect Costs?  Also, there is not much room to explain about our space as match.  Can we attach an additional sheet without it counting as an extra page?

**Answer:** Federal Indirect could include a college vice president, dean, payroll, audit expenses, IT support, and/or utilities. Applicants would have to list out what that $32,000 is and put it in lines 1, 3, 4 (related fringe), and 8 in the Match Budget. Applicants cannot attach an additional sheet.

1. My organization is on the Eligible Trainers Provider List, although the course we would like to include in our IET component is new and therefore not listed as an approved course. Is it sufficient that the organization is on the ETPL, or must we also have the course approved as well?

**Answer**: In this case, the applicant should indicate that the agency is on the ETPL and that the workforce training course proposed for the IET program has been submitted for approval.  If selected for funding, the grant would be on the condition that the course is approved before the proposed start of the program.

1. We are submitting two IELCE proposals.  In the budget narrative, there are not enough lines to record the professional staff or contractors that we are proposing to use. Please advise.

**Answer**: If there is not enough space to list each individual staff member or contractor, programs may combine more than one personnel member into a single line and make a note of that in the “Description” column; the total hours would be cumulative and the hourly rate would be the average of the individual hourly rates.  The fringe would also be an average and the FTE could obviously be greater than 1.0.

1. The 500 (GLE 9) MAPT Reading score minimum for directly enrolled DL students is quite high and would exclude a significant number of potential candidates.  Is there any flexibility?  Could a program accept students with a score in the 400 range if during the orientation we evaluate their technology skills and feel they would benefit from the distance learning model?

**Answer**: Programs may propose and provide a rationale to serve lower level student with DL services.

1. Grants submitted last year listed contractors on line 5 of the budget narrative pre-award. Post-award, in EdGrants and on the ISA, those same grants listed contractors on line 6. In the current RFP, the *ACLS*budget worksheet for the budget narrative asks for contractor services on line 5 again. Was this intentional or a holdover from last year? Will contractors end up on line 6 again post-award?

**Answer:** Correct. The budget workbook was based on the FY16 budget forms and has ten lines. The FY17 budget that current grantees submitted had 11 lines, as will be the case for FY19 grantees and contractors.

1. Can one student enrolled in an ESOL class at an ACLS-funded agency also enroll in an ABE class at a different ACLS-funded agency and be counted as an active seat in each agency?

**Answer**: Yes.

1. Where can I find the score card? It is no longer shown in the resources.

**Answer**: The score card can be found here <http://www.doe.mass.edu/grants/2019/ABE> under Additional Information.

1. To clarify, if a program is proposing more than one IET, it must complete an Overview for each. However, all of the information related to the IET's is submitted together on the one set of IET Budget Pages in the Budget Workbook?

**Answer:** Yes, if an agency is proposing more than one IET, it must complete an overview for each. Yes, there will be one budget for multiple IETs.

1. I would like to decrease the Coordinator’s time/duties reported in match as to make room for tablet infrastructure cost. I will continue to fulfill my responsibilities; however, they wouldn’t be listed in the class plan or budget match side of things. Can I do this?

**Answer:** ACLS is unsure of what is being asked here. A coordinator would not be listed in a class plan, and it is up to the applicant to decide how to allocate hours/funds for any particular position.

1. Can you confirm that the Partnership Overview, Appendix B, is ONLY for progress to-date with *workforce* partners? Is it true that partners documented through MOUs or MOAs that are not workforce partners do not belong on this form?

**Answer:** See the answer to this on page 16, Q74.

1. On the Partnership Overview, Appendix B, there is only one column for “Other.” If a program has multiple “Other” programs/partners with whom it collaborates, where can they be entered on this form?

**Answer:** The applicant can add additional “other” columns to the form.

1. There are three levels for ESOL on the required Past Performance Overview Appendix: Beginning, Intermediate and Advanced ESOL. There are six NRS EFLs for ESOL: Low Literacy, Low Beginning, High Beginning, Low Intermediate, High Intermediate, and Advanced. Is the intent that SMARTT assessment information at the program will calculate the numbers/percentage of students who have completed one of the six EFLs couched within the three broad categories shown? And that will result in our Past Performance Overview?

**Answer:** That is not the intent. The three ESOL levels on the Past Performance Overview Appendix were listed in order to accommodate both previously funded and not previously funded programs. Applicants should decide how Beginning, Intermediate and Advanced ESOL levels are defined.

1. Add Match budget tabs to Subcontractor Budget Narrative worksheets. We have multiple partners as subcontractors, and each has a Match budget. They will invoice us, as lead agency, against their subcontractor budget, and document Match expenses as well.

**Answer:** ACLS cannot add Match Budget tabs to the existing Subcontractor Budget worksheets. In the [directions](http://www.doe.mass.edu/acls/rfp/) that accompany those worksheets, programs are asked to fill out a separate subcontractor workbook for costs that appear on line 5 of the budget. The lead agency can include subcontractor match in the Class Plan and Budget Workbook with clear descriptions about the source of the match.

1. I wanted to clarify something regarding the ABE/IET/IELCE proposals. It is my understanding that each applicant should complete section I. Narrative and then, dependent on the specialized service, complete the section regarding Narrative for Service Options. The general narrative cannot be more than 40 pages and then, if an applicant chose to focus on IELCE with IET, the narrative for this section cannot be more than 20 pages. Is this correct?

**Answer:** Yes, the narrative response for the basic grant application may not exceed 40 pages. Narrative responses for IET/IELCE may not exceed 20 pages.

1. I have a question concerning non-rates based classes. How are they represented or are they no longer relevant?

**Answer:** ACLS no longer distinguishes between rates and non-rates based classes. Instead, applicants are asked to propose classes. The Class Focus dropdown in the Class Plan contains many, if not all, of the options that were previously identified as non-rates based classes.

1. Provide a link to instructions (if they are available) for use of the Scorecard. If there are none available, confirm how proposals are scored on sub-questions within each of the 10 areas. For example, in question 1 there are 5 sub-questions and a multiplier of 5 (corresponding to the number of sub-questions).  If a proposal scored a 5 on the first, second and third sub question and a 1 on the last two, would the proposal earn a score equal to the sum of those (i.e., a 17)? Or would a program earn the average of those i.e. 3 times the multiplier of 5 for a score of 15? Or are programs not scored on sub-questions, but rather an overall score for each of the 10 major areas which is then multiplied by the multiplier?

**Answer:** There are no instructions. As indicated in bullet 4 on slide 16 in this[**powerpoint**](http://www.doe.mass.edu/acls/rfp/ocbidders-conference.pptx)used at the bidders’ conference, there is one open response prompt for each section that includes specific bulleted information. Each response will be scored holistically.  An applicant should respond to the information required in the writing prompt itself (e.g., Describe the overall program design in a manner...) as well as to each of the bulleted considerations that follows.

1. We are developing a budget plan for the duration of the grant. The FY19 policy manual provides us with the minimum salaries for staff (in contrast to prior years, where the maximum supported salary was listed). My grant manager wants to see incremental raises built in for staff. This doesn’t seem like an option, unless other lines are amended throughout the life of the grant. Can and how can the budget be designed for raises? Are we setting a fixed salary rate with the next four years in mind?

**Answer:** The grant is a four-year contract that has to be renewed each year. Funding is also dependent upon state and federal appropriations. Changes and amendments to the budget can be made throughout the year with prior approval from the program’s ACLS program specialist.

1. Is community planning a requirement?  If we hire a consultant to provide the services, do we need to complete the subcontractor budget?

**Answer:** Community planning is not a requirement. If a program wishes to hire a consultant for that purpose, that would be listed in line 5 and would not require a subcontractor budget.

1. The latest form on the ESE website is for FY18.  Should we use this form or will there be available an updated form for FY19?

**Answer:** We need more info to answer this question.

1. I am wondering about the formatting of Part III - required information.  Should we leave the written questions in the response?  Or, can we just title each question with its number and category.

For example:

1. Program Design

2. Access and Equity

**Answer:** There is no required formatting for the Part III Required Information section. Applicants can decide how to refer to each section; the example above is one way to format the narrative.

1. In the Match Budget Narrative, how do I enter a dollar amount in Line 9, Indirect? Do I have to come up with a percentage?

**Answer**: In lieu of using Line 9 for the Match Narrative, please itemize indirect costs in lines 1-8.

1. Regarding Instruction #1, this is an integrated program.  Do I break apart the CNA training from the ESOL so that it looks like two separate classes, or can I list it as one integrated class?

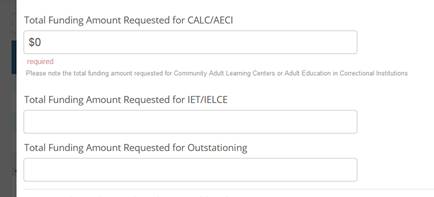
**Answer**: If it is truly an integrated class, then it can be listed as an integrated class only and not broken out into two parts.

1. Regarding Instruction #3, do we have to get an itemized budget from our subcontractor in order to complete the Subcontractor Budget Narrative Workbook? Or can we show the whole amount on Line 5 of the Subcontractor Budget Narrative Workbook (as well as on Line 5 of our IELCE budgets)?

**Answer:** Yes, you need an itemized budget from the subcontractor in order to complete the Subcontractor Budget Narrative Workbook. The total amount of that contract would also go in line 5 of the CALC Budget Narrative, *not* on line 5 of the Subcontractor Budget Narrative.

1. On the application in the portal, is the funding requested a total of all funding including the IET and IELCE grants?

**Answer:** A separate funding field has been created to capture funding requested CALC/AECI, IET/IELCE and Outstationing. (Portal view below)



1. In Appendix C, Fiscal Overview of Adult Education Support, the instructions read, “Provide an overview of all funding sources that the agency currently dedicates to supporting the adult education program in the table below.[[1]](" \l "_ftn1" \o ")” I would like to confirm that means we should provide figures for the current fiscal year, with the exception of “Total request for CALC/AECI grant.”

**Answer:** Include any ESE/ACLS funds that the agency is currently receiving.

1. Will hyperlinks in the text of the narrative be accessible to proposal reviewers, or will reviewers be using some format (i.e. paper) that precludes access to materials through hyperlinks?  If hyperlinks will be accessible, will materials accessed through them be subject to the narrative page limit (similar to non-mandatory appendixes), or be exempt from such limit?

**Answer:** Most documents will be converted to a PDF no matter how they are uploaded into the online portal; embedded links in PDF documents may not be active. Applicants may refer to a website and provide a link as evidence with the understanding that reviewers will not read the additional information found there.

1. In the Budget Match workbook, I am getting #ref errors in some of calculation columns. I have attached screenshots. How do I fix or work around this problem?

**Answer**: There are two Excel versions of the workbook; one is in Excel 2007 format, the other a more updated version.  If you downloaded the newer version, but are running it in Excel 2007, that could account for some of the errors.  Please make sure you’ve downloaded the correct version for your system.

1. I see that KET is one option for DL curriculum and Odysseyware is another.  Is either one available free of charge through SABES or ACLS?  A colleague told me it might be, but I cannot find a reference to this in any policy manual. In looking at an earlier question about supplemental instructional activities like computer classes, my question is not how to count it; it's how to pay for it.  Even when a class doesn't generate a cost for materials (because we already have lots of math materials, or sets of books for fluency, for example, one must pay the teacher).  If these classes are intended to supplement the instruction currently enrolled students are already receiving, either to teach additional skills or to provide more intensity, these are not "active, unique seats," and therefore, do not generate money.  This seems like an unintended effect of the cost-per-seat allocation method; it may limit the palate of supplemental services a program can afford to provide.  Likewise, if we create special classes intended to be filled with additional students who are not currently enrolled, although they will generate funds, they will probably not have sufficient intensity for those students to make progress and also, we can't enroll currently enrolled students or they will not be paid for. The cost-per-seat range is pretty low if we are expected to pay for multiple classes for the same students. Also, for a standalone computer class, there is no approved assessment to measure that kind of learning. We can only measure reading, writing, and math, correct?

**Answer**: If by approved assessment, you mean NRS-approved assessment, then yes, there are no NRS-approved assessments to measure student progress in computer classes. For a list of all NRS approved assessments used in Massachusetts, please refer to the ACLS Assessment policy manual [here](http://www.doe.mass.edu/acls/assessment/). KET is available at no cost. Providers must purchase Odysseyware licenses. In determining an appropriate cost per student, programs should factor in all personnel costs (e.g., administrative, direct services, support, fringe) and all the non-personnel costs (e.g., supplies, including software, travel, rent, indirect, etc.) necessary to serve those students.. It is up to programs to propose how much they want to use for instruction, support, software, materials, etc.

1. Regarding the form for Appendix A - Past Performance Overview, we plan to include the percentage of our participants completing the level as you have them broken down (e.g., Basic Skills, Pre-Adult Secondary, and Adult Secondary). However, in addition to that broader data, we would also like to include those completing the levels that are counted as measurable skills gained. One of our colleagues attended a conference last spring through the DOE where 5 skill levels (measured by the MAPT) were described and discussed as measurable outcomes. The three instructional levels as included on the Appendix A form have broad ranges (namely, 3 to 4 grade levels each), while the MAPT levels (or Educational Functioning Levels) incorporate 1-2 grade levels each. We are working with a homeless population that has unique challenges and therefore, we want to share both types of outcomes to reflect their progress: the broad categories and the more specific data when presenting our past performance over the last two years. Our plan would be to include the general and more specific data within the Appendix A Past Performance Form or chart and then further explain in the Narrative section; please confirm whether this approach is appropriate and acceptable to you.

**Answer:** It is up to the applicant to determine how to complete the Past Performance Overview appendix and narrative.

1. One of the appendices for the FY19-22 Adult Education Services RFP: In “Appendix B: Partnership Overview,” the footnote for the “Other” column specifically references collaborations with “non-ESE funded agency program/partners”.  As a non-ESE funded program, we have MOUs in the works with two currently ESE-funded agencies, would it be acceptable to list our collaboration with them in that column?

**Answer:** Yes.

125. On the budget forms, the indirect rate defaults to whole numbers on the IELCE and IET pages. BPS budget office says it can only take 2.73 and will not be allowed to take the 3.0. Advice? Suggestions? I am able to enter the decimal on the CALC grant.

**Answer:** That is a glitch in those cells. However, even though the indirect rate cells appear to round to the whole number, the worksheets correctly calculate the indirect amount. For example, if the subtotal of lines 1 through 8 is $50,000 and you enter a fringe rate of 2.73%, the indirect cost will be $1,365.

126. We are submitting two different IELCE grants and 2 different IET grants. Based on answers to previous questions, it is my understanding that each distinct program is its own application for a total of 4 applications (each with a limit of 20 pages). On the application website, there is only space to upload one document. Should I include all 4 appreciations in one document with a clear indication of where each one ends and begins?  If not, how should I submit the applications? Also, please confirm that each application gets its own 20 pages for Required Program Information.  An additional question: When submitting all the required appendices, do we submit one for each of the grants or one for all of them combined?   
**Answer:** Programs can upload all IET/IELCE proposals as one document (e.g., one application, 20 pages; two applications, 40 pages, and so on).  Each page of each proposal should be clearly labeled. About the required appendices, the IET coordinator resume and the IET Overview should be uploaded for each IET/IELCE proposal; one set of the other required documents suffices for each applicant.  

127. May a community college be the lead applicant under Eligibility (G) with the ability to provide literacy services? If yes, may a community college be the lead applicant to provide literacy and academic services in a correctional facility, under the AECI Fund category? May AECI applications that include IET programs deliver IET programming both pre- and post-release?

**Answer:** A community college could be a lead applicant for a CALC if it meets the eligibility requirements, including demonstrated past performance. Eligible providers for AECI are “public entities that are able to demonstrate effectiveness in operating ABE programs in correctional institutions.” A community college could be the lead AECI applicant if it meets the eligibility requirement.

128. We have the following questions:

* Can a for-profit company be the primary contractor? If not, may a non-profit subcontract services to for-profit company that has experience providing the required services for the Program to Provide Adult Education Services?
* Can contractor bid for and be awarded contracts for both CALCs and AECI programs?
* Can you provide more information about the difference between CALCs and IET/IELCE programs?
* What is the current “Cost Per Annualized Active Seat”?
* How many clients per year does the current vendor serve?

**Answer**: A for-profit can compete for CALC and AECI funding provided that it meets the eligibility requirements and commits to providing adult education services to eligible participants and to abiding by the Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions. The [Resources and Information](http://www.doe.mass.edu/acls/rfp/resources.html) page on the ACLS website provides links to CALC requirements and the IET and IELCE options. Guidance about cost-per-seat can be found in the workbook instructions in the RFP and in the June 12, 2017 and August 1, 2017 memos to the field. There is no single vendor.

**Section C: Service Delivery**

1. Does the requirement to serve 50 students mean that there must be 50 students enrolled in classes on a weekly basis during the academic year?  Or does this requirement mean that 50 students must be served during an academic year?

**Answer**: Programs must serve a minimum of 50 students at all times throughout the year. ACLS recognizes that enrollment may fluctuate during an instructional cycle. However, with the exception of providers whose primary mission is to serve homeless, CALC and AECI program designs must demonstrate a commitment to serving a minimum of 50 students on an ongoing basis.

1. Can you clarify the minimum of 50 seats policy?  For example, if we serve 3 semesters of 20 seats per year, does this count as 60 seats or 20 seats? Does the minimum of 50 apply to any given moment? (i.e., we should be serving 50 people simultaneously over the year.

**Answer**: Your example describes 20 seats.

1. How does the Gateway City priority apply to correctional institutions?

**Answer**: As noted in the [Priority](http://www.doe.mass.edu/grants/2019/ABE/) section of the RFP, service to individuals most in need, particularly in the 26 Gateway Cities, does not apply to correctional institutions.

1. The area needs identified by the local workforce investment board are not entirely reflective of the unique population served within correctional facilities. That being said, for the purposes of demonstrating need, could correctional institutions speak to their unique need as opposed to the ABE and ESOL needs of the LWIB area?

**Answer**: “Area needs” outlined in the local plan packages developed by Workforce Development Boards identify the employment, educational, and human resource needs for the local area (community) and as such are distinct from the needs of *individuals with barriers to employment*, *individuals most in need of* *adult education services* and/or *priority populations* (as defined in the [glossary](http://www.doe.mass.edu/acls/rfp/Glossary.docx)). For the purpose of demonstrating need, correctional institutions may speak to the unique needs of ex-offenders and all reentry populations.

1. Could the definition of innovation be clearly defined for the unique needs of serving inmates in correctional institutions, followed by specific examples of what would be acceptable to DESE in the proposal’s program design?

**Answer**: A definition of innovation can be found in the [glossary](http://www.doe.mass.edu/acls/rfp/Glossary.docx). Due to the variability in how innovation in program design might apply in correctional institutions, we are unable to provide a description or an example.

1. What is the acceptable definition of intensity that an applicant should consider in a program design?

Would there be flexibility for correctional institutions that may have unique challenges meeting intensity benchmarks due to security protocols?

**Answer**: Intensity refers to the number of instructional hours per week. ACLS requires that program designs provide services of sufficient intensity and duration for students to progress along the continuum of instructional services. All applicants, including correctional institutions, must justify their program design and present evidence that the design, including intensity and delivery strategies, lead students to achievement of outcomes.

1. If a correctional institution is in an area with more than one workforce investment board and is in partnership with all of them, do proposals need to be submitted for each?

**Answer**: See corrected response in Section B.

1. Correctional institutions have different states of resources that enable them to implement varying degrees of innovation.  We are assuming that DESE must have a minimum acceptable standard of how innovation in a program design must apply in correctional institutions for a proposal to be acceptable.  Thus, could you provide an example of what would be acceptable?

**Answer**: ACLS is looking for “innovative” CALC and AECI program designs that accelerate student learning, offer access to career pathways (either in-house or in collaboration with partners), and result in outcomes within an academic year. Applicants should provide a rationale for the proposed innovations. The rationale should explain how the innovations (e.g., accelerated curriculum, enrollment in multiple classes, cooperative learning, team teaching) advance and accelerate outcomes.

1. What is ESE’s minimum acceptable standard of weekly instructional hours and program duration?

**Answer**: Applicants have the flexibility to determine for themselves the number of instructional hours and the duration of the program. See page 5 of the [policy manual](http://www.doe.mass.edu/acls/abeprogram/).

1. If a program has been running in one region for more than two years, can they also apply in a different region if they have not had any classes at that location for two years?

**Answer**: Yes.

1. The first two items in the Outstationing section read:
   1. Describe the outstationing services to be carried out through collaboration and coordination with the One-stop Career Center(s) (OSCC) and all adult education providers in the local area, including but not limited to: (a) a two-way referral system that supports student access of both OSCC and adult education services, (b) intake and assessment procedures for eligible shared customers, and (c) cross-training of adult education and WIOA partner staff.
   2. Describe how local OSCC services will be promoted among local area partners.  The state will consider the extent to which the response provides evidence of: (a) strategies to promote adult education to WIOA partners, including program presentations and class informational trips.

What is the difference between 1c and 2a (underlined)? For example, would an outstationed advisor attending an orientation for DTA clients seeking ABE and other services be an example of 1. c or 2 a?

**Answer**: Question 1c is about orienting program staff through cross agency events/orientations in which the outstationed coordinator provides training on OSCC policies and procedures to AE staff and AE policies and procedures to WIOA partner staff.  2a is about active, ongoing strategies to inform adult education program staff and students about OSCC and other services in the local area (e.g., monthly emails to AE providers about OSCC events and workshops, class presentations on OSCC services or services offered by other WIOA partners).

1. We wish to submit a proposal for two IET programs. They both consist of six unique classes. There are only six rows in the IET spreadsheet. Do we only list the programs on two separate lines? Thanks.

**Answer**: Yes, in this case, list the two programs on two lines; for the number of students, include the sum total from the six unique classes for each line.  In the notes column, indicate that this "class" is a combination of six classes A brief description of the classes may be added.

1. We are using the STAR Handbook developed by DESE in FY2017 for guidance in program design pertaining to STAR, and just wanted to confirm that is the appropriate guidance we should review

**Answer**: ACLS has removed the FY17 STAR Handbook from the website and will replace it with the FY19 document in late October.

1. Can a provider propose an IET or IELCE paraprofessional program design where upon completion students would take the Para Pro Assessment?

**Answer**: No.  IET/IELCE models must include a workforce training component that leads to an industry-recognized credential.  The ParaPro Assessment is a general aptitude test and would not have any relation to any paraprofessional workforce training component.  If, however, there is an identified need for paraprofessionals, a provider could propose using a contextualize curriculum to integrate paraprofessional career awareness and exploration activities, including preparation for the ParaPro Assessment, into a CALC program design.

1. Spanish High School Equivalency is listed among class options in the new RFP, but not Spanish ABE. What class types can support Spanish-speaking students to get to the HSE level?

**Answer**: It is up to the program to design a class or a series of classes that meet students’ needs and that are based on research. Moreover, students who are preparing for the Spanish HSE must receive ESOL instruction in order to complete educational functioning levels (EFLs).

1. In Part III, Required Program Information, page 8, it states:
   1. “The purpose of IELCE is to accelerate participants’ educational and career advancement by providing eligible individuals with ESOL services including civics education, offered concurrently and contextually with local area workforce preparation and training activities that result in students attaining one or more industry-recognized credentials required for local area employment in high-demand industries.”
   2. WIOA's definition of Integrated English Literacy and Civics Education (IELCE) is: “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”
   3. My understanding of WIOA is that IELCE and IET are two separate program designs/focuses. However in the RFP, they are lumped into one section for response. Does an IELCE program have to also include Integrated Education and Training (IET)?

**Answer**: Yes. An IELCE program must include Integrated Education and Training. ACLS is funding IELCE services under section 243 of WIOA which states that IELCE services must be provided in combination with education and training. These programs must be designed to “(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.” See additional information available on our website under [Career Pathways](http://www.doe.mass.edu/acls/acp/?section=resources) (General Career Pathways Resources and [Integrated Education and Training/Integrated English Literacy and Civics Education](http://www.doe.mass.edu/acls/acp/?section=training)).

1. Educational services are being provided in one correctional facility physically located within the catchment area of one WIB. However, some of the inmates will be released to communities in the catchment area of another WIB. While we partner with both WIBs, educational services are only provided in one correctional facility located in one area. Should two applications be submitted in this scenario?

**Answer**: Corrections are competed statewide. The applicant will need to submit one proposal that describes all locations and services they propose to offer.

I have a follow-up question to the original question: Regarding the letter of intent, how should correctional institutions identify the communities to be served? Would correctional institutions note the location of their facility where classes are held?

**Answer**: Correctional institutions should identify the community to which the majority of their detainees will be released. For AECI in state facilities, this may be multiple communities.

1. Follow-up question: Just to confirm, a sheriff’s office would identify the most prevalent community inmates are released to?

**Answer**: Yes.

1. Our program augments traditional classroom instruction with volunteer tutoring and online learning. How do we enter those online and tutoring hours in the class plan?

**Answer**: Additional hours would be entered in the hours-per-week cell in the class plan worksheet. You can explain this in notes cells.

1. We want to prepare recent high school drop outs who score at the 9th grade level or higher in math and reading to take the GED. Is this allowed?

**Answer**: Please refer to ACLS’s policy on page 4 in the [policy manual](http://www.doe.mass.edu/acls/abeprogram/) about a continuum of services.

1. After reviewing the North Shore ABE/ESOL need data on the ACLS website, I think the stats listed for Manchester refer to Manchester, NH and not Manchester, MA.

**Answer**: ACLS was informed of errors in the adult education Needs Summary document related to transposition of data for a few towns and has posted a corrected document. The adult education need data informs the area allocation methodology. The Table 1 estimates have been updated. The allocation estimates are for planning purposes only and are provided as guidance. Because these figures are subject to annual federal and state appropriations, they are not binding.

1. We are thinking about applying for an IET Service Option with a skills training program that we would operate in-house. In order to adequately fund the training, we anticipate having to raise additional resources. Are we allowed to charge a fee (possibly sliding scale) to adult learners for the skills training portion of the IET program?

**Answer**: ACLS’s policy regarding charging students is as follows: Adult education programs must ensure that enrolled students are not charged tuition, fees, or any other charges or required to purchase books or materials needed for participation.

1. When will the FY19 STAR Handbook be available?

**Answer**: The FY19 STAR Handbook will be available to the field in late October 2017.

1. Students were awarded a non-credit certificate at the completion of our community college IELCE pilot program. The certificate meets the definition provided by the [Association for Career and Technical Education](https://www.acteonline.org/uploadedFiles/What_is_CTE/Fact_Sheets/What_is_a_Credential_Aug2015.pdf) (ACTE) (i.e., “Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.”) Will this type of credential be acceptable in the FY 19-22 grant awards?

**Answer**: IELCE and IET programs must end in students receiving one or more industry-recognized credentials. For guidance on industry-recognized credentials, please see [WIOA Joint Partner Communication #03-2017 (Industry Recognized Credentials (IRCs) Resources).](http://www.mass.gov/massworkforce/docs/issuances/joint-partner-information/03-2017.pdf)

1. Does IET have to be a different class/program, or could a core ESL class also double as an IET?

**Answer:** Yes, but the core ESOL class would need to be contextualized to the IELCE program’s target industry.  In addition, all of the specific requirements, including but not limited to workforce preparation, workforce training, and civics education, of IET/IELCE must be met.  See the RFP and our resources on our website for additional information.

1. Would a proposal for more than one outstationed staff be considered?

**Answer**: ACLS is looking for one outstationed staff per local area however we are opened to consider other options if proposed. The outstationed amounts are limited and we plan to fund most effective models.

1. We have read that students receiving an Industry Recognized Credentials (IRC) is a requirement for an IET and IEL/CE funding, but is job placement after the training also required?  I know it is a goal, but it is also a requirement?

**Answer**: It is not required. Job placement is one of the expected outcomes. Job placement in a related field is an intended outcome for students enrolled in the IET/IELCE services. In some cases students may elect to further their education by enrolling in a degree program so employment in those cases might not be the immediate goal. IET/IELCE services need to be aligned with high demand industries and prepare students to be competitive in the local economy.

1. How is an annualized seat different from a slot?

**Answer**: You can think in terms of slots if that’s more useful, but the key thing to remember is that each slot/annualized seat must be unique and active; in other words, no duplicated students.

1. We don't transport students, but we do purchase paratransit tickets for disabled students and student reduced Charlie cards.  Where this would be listed in the budget template? Given our rural community and very limited public transportation, these students could not attend classes without this support; if this is counted as an Admin cost, it would create an additional barrier to offering this program service.

**Answer**: Student transportation would be listed in Line 8 and contributes to administrative cost cap or can be proposed as match.

1. Although we are located in Boston, our students come from the greater Boston metropolitan area, including Randolph, Brockton, Malden, etc. Do we indicate that we serve more than the Boston workforce area?

**Answer**: Applicants address career pathways in their local workforce areas.

**Section D: Funding/Fiscal**

1. Is there a maximum grant award for CALCs?

**Answer**: Technically, there is not a maximum grant award for CALCs. However, ESE encourages applicants to propose realistic and cost-effective budgets that consider the estimated regional allocation and the program's organizational capacity.

1. The posted grant information states that, “agencies with an approved federal indirect cost rate shall not receive more than an 8% indirect rate for adult education programs”.  My institution’s current approved rate (17.59%) is issued by the Office of the State Comptroller and is automatically charged to certain expenditures (personnel, certain contracts, etc.). Will the full rate (17.59) be accepted by DESE even though it exceeds the 8%? Follow-up to a previous question: Our agency is currently receiving an ABE grant with a 17.59% indirect cost rate that was accepted and approved by ESE. Is it the position of ESE that even though our agency has an ABE grant with the 17.59% indirect cost rate, that rate will no longer be acceptable and thus make us ineligible to apply for the FY19-22 RFP?

**Answer**: State agencies with approved indirect costs rates in the Massachusetts Management Accounting and Reporting System (MMARS) are not bound by the 8% indirect cost cap.  Those agencies are eligible to apply their indirect cost rate as approved by the Office of the Comptroller when competing for ESE Adult Education funds. However, indirect cost contributes to overall administrative cost which is capped at 25%.

**Answer**: ESE caps both state (5%) and federal (8%) indirect cost rates regardless of any other rate approved by other agencies. Applicants with an approved federal indirect cost rate cannot claim more than 8% on adult education grants.

1. Under Question 10, fiscal and data accountability, bullet b states, “*Policies and procedures to ensure compliance with all fiscal grant requirements including but not limited to accurate, consistent, and timely submission of budgets and amendments and continuous fiscal oversight.”*

Could DESE clarify the information it wishes pertaining to the timely submission of budgets, as the only time budgets are submitted are with the application or with a budget amendment.

**Answer**: Specific dates are identified by ACLS as to when applications, including budgets, are due for submission. Likewise, there is a deadline for submission of budget amendments. Applicants need to describe the policies and procedures in place to ensure that these deadlines can be met.

1. We are required to pay a payroll tax on substitutes but Line 5 does not have a fringe column. Should we list them under professionals in L2?

**Answer**: Yes. Organizations in this situation must list the substitutes on line 2 and show related fringe on line 4 and make a note in the description identifying them as substitute teachers. Other organizations that do not apply payroll tax to substitutes and hire consultants as substitute teacher should enter this information on line 5.

1. In calculating the cost per student, would we factor in direct costs into the formula (instruction, advising, instructional supplies), or factor in indirect costs as well?

**Answer**: In determining an appropriate cost per student, programs should factor in all personnel costs (e.g., administrative, direct services, support, fringe) and all the non-personnel costs (e.g., supplies, travel, rent, indirect, etc.) necessary to serve those students. The workbook will not calculate how much indirect money they have or how much money for books they have. It is up to programs to propose how much they want to use for instruction, support, materials, etc.

1. Original Question: Could DESE clarify the information it wishes pertaining to the timely submission of budgets, as the only time budgets are submitted are with the application or with a budget amendment.

**Answer**: Specific dates are identified by ACLS as to when applications, including budgets, are due for submission. Likewise, there is a deadline for submission of budget amendments. Applicants need to describe the policies and procedures in place to ensure that these deadlines can be met.

1. Follow-up Question: Could you cite specifically where “specific dates are identified by ACLS as to when applications, including budgets, are due for submission”. The ***FY19 Massachusetts Policies for Effective Adult Education*** does not identify those requirements.

**Answer**: In the back of the [policy manual](http://www.doe.mass.edu/acls/abeprogram/) on page 43, please find the list of due dates.

1. The RFP reads, “The maximum AECI grant award will be approximately $700,000.” Does that mean ACLS plans on an awarding that much money to a single correctional institution?

**Answer**: ACLS could award up to that amount to a single provider.

1. Will ESE funding supersede the current WIOA funding administered by the WDB's starting next year?

**Answer**: If you are referring to Adult Career Pathways programs, please review the June 12, 2017 memo from State Director Jolanta Conway which describes these changes. All funds for services will come directly from ESE for adult education programming in FY19.

1. Will there be separate WIOA funding available?

**Answer**: If you are referring to our currently funded Adult Career Pathways, the answer is “no.” Services currently provided under Adult Career Pathways are part of adult education CALC services and can be included in the proposed program design for FY19.

1. With a focus on employment, why is the funding being reduced?

**Answer**: The WIOA focus on employment and the reasons for the reduction in funding are unrelated.

1. Do match classes need to follow the same cost/seat as funded classes?

**Answer**: Yes. All requirements that apply to ESE grant funds also apply to matching funds.

1. Can cleaning services go on Line 5 as an allowable cost?

**Answer**: No, this expense, while allowable, must be captured in line 8.

1. Can programs propose to share outstationing funds or will the funds be awarded to only one program?

**Answer**: ACLS is looking for one program per local area.  However, if two applicants in a local area want to propose splitting the responsibilities, ACLS will consider it.

1. Where can a program include in-kind contributions from a partner company?

**Answer**: Include in-kind contributions in the match tab of the budget workbook. See [policy manual](http://www.doe.mass.edu/acls/abeprogram/) for further clarification.

1. Do we still have non-rates based classes?

**Answer**: No. Applicants may offer classes at different cost per student seat amounts as long as the total cost per student falls within the range.

1. The points in the chart differ from those listed in each section. For example, is #10 15 points or 20 points? Which one is correct?

**Answer**: The Fiscal and Data section is worth 15 points.

1. Is space considered part of the 25% admin?

**Answer**: Yes, space is considered part of the admin cost. It can also be reported as match.

1. In the past, administrative expenses in supplemental and foundation funding were not included in the 25% cap column on the Administrative Cost Worksheet. How is this accounted for in the current program design?  How do you account for the director/coordinator administrative expenses that are directly tied to a specific function or directly related to services and not the expenses linked to the organization as a whole?  For 345 grant proposals, July 1 is the beginning of the program year, so if 10 students enrolled in a summer 2018 class, for example, those 10 seats would be unique seats. If any of those students continued into fall 2018 classes, they would be counted as 0. Is this correct?  
   **Answer**: Space is considered part of the admin costs or match.  All administrative expenses are included in the 25% admin. It is up to the program to determine what part of the director time is admin vs. direct services and report accordingly. Program design is up to the applicant.  In terms of the summer 2018 classes, yes, they would be counted as 0.
2. If our program currently receives ESE funds funneled through EDIC, should we consider that amount as part of our bid, or will this continue to be a separate funding stream?

Our program serves individuals who are enrolled in college but still require addition supports. Will ESE fund seats for students who come to the program solely to receive college advising services? As a corollary to question 2, can student seats be for individuals who are enrolled in college but still receive instruction at our program in a field in which they test below a 12th grade level? For example, are seats for college enrolled students who continue to receive 11th GLE math instruction eligible for funding?

**Answer**: As described in the [June 12, 2017 memo](http://www.doe.mass.edu/news/news.aspx?id=24400) from Jolanta Conway, there will no longer be separate Adult Career Pathway grant funding. As described in the [Request for Proposals](http://www.doe.mass.edu/grants/2019/ABE/Table1.docx):

Funds must be used in accordance with the FY2019 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions to provide adult education to eligible students; eligible students are:  
a. at least 16 years of age; and

b. not enrolled or required to be enrolled in secondary school under state law, and either:

* do not have a secondary school diploma or its recognized equivalent;
* are basic skills deficient if they have a high school diploma or its recognized equivalent (Note: Students who possess a high school credential are required to assess at or below 10.9 grade level equivalent (GLE) in reading, writing, or mathematics and seek to maintain work certification and/or pursue postsecondary education or training in order to be eligible.); or
* are English language learners.

1. Can grant funds be used for student employment (e.g., paid internships payroll)? Current WIOA funds administered through the WDB encouraged fund use for student employment opportunities. Can ESE funds be used for these as well? Is there a cap?

**Answer**: No. This is not an allowable use for adult education (title 2) funds.

1. When it says in the cover page that budget cuts will be limited to 15%, does that include or preclude the fact that some programs who received ACP funding will no longer receive that funding?

**Answer**: If this question is referring to the information included in [Table 1](http://www.doe.mass.edu/grants/2019/ABE/Table1.docx) , the 15% hold harmless is based on the FY19 estimate of $28,000,000 available for CALC, IET, and IELCE statewide. The hold harmless mitigates the impact of the allocation methodology in relation to the FY18 allocation percentages if they were applied to the $28,000,000 estimate.

1. This year’s WIOA funding was for only one year, does that suggest that grant program will be discontinued?

**Answer**: This question is unclear. Please see the information below cut and pasted from the RFP:

|  |  |
| --- | --- |
| Project Duration: | Upon approval through June 30, 2019 (State-funded - Fund Code: 345, 563); conditionally renewable for up to an additional four years.  Upon approval through August 31, 2019 (Federally-funded - Fund Codes: 340, 359, 285); conditionally renewable for up to an additional four years.  Renewals are subject to satisfactory performance, the appropriation of state and federal funds, and the continuance of federal authorizing legislation. Total grant award duration will not exceed five years (initial year plus renewals). |

**Section E: Technical Issues/Other**

1. I cannot move the Excel workbook from side to side. Is there a tech contact?

**Answer**: Based on the screen shot you provided, the window is minimized. You need to maximize the window.

Put your cursor at the top of the window; click and drag the window to the left.

Click on the box in the right hand corner to maximize the window.

Now you can see the scroll bars on the right and at the bottom.

1. I cannot move the Excel workbook from side to side. Is there a tech contact?
Answer: Based on the screen shot you provided, the window is minimized. You need to maximize the window. 
Put your cursor at the top of the window; click and drag the window to the left. 
Click on the box in the right hand corner to maximize the window.
Now you can see the scroll bars on the right and at the bottom.


1. Are there any spacing requirements for the narrative (i.e. single, double, etc.)?

**Answer**: All narrative responses must be in a font no smaller than Arial 10, with 1" margins on all sides. While there are no specific spacing requirements, please consider ease of reading and page limitations when formatting documents.

1. What types of certification count for MSG; e.g. “Serve- Safe Certificate, cosmetology, nail technician, asbestos remediation, CDL training, CNC certificate, Early Childhood Education, community college certificates – credit and non-credit?

**Answer**: MSG has three outcomes (i.e., Educational Functioning Level Completion, High School Equivalency Credential Attainment, and Postsecondary Education Enrollment). Currently under MSG, a high school equivalency credential and/or diploma are the only credentials that count under the High School Equivalency Credential outcome.  The ACLS performance accountability team is considering ways to address other credentials (e.g., certificates, degrees, licenses).  Employment outcomes and attainment of industry recognized credentials are important outcomes under WIOA and ACLS is considering how to include these as part of the new accountability system. For additional information, follow this link to the [performance accountability webpage](http://www.doe.mass.edu/acls/performance/msg.html).

1. Based on your answers to two questions in Section C, there is some confusion.  In the example in 3, 20 students for each of three trimesters is recognized as 20 seats (as opposed to 60). However, when putting these three trimesters into the excel budget document, it is calculated as 60 seats.  Can you provide instruction on how best to enter three trimesters that are not year long, and have the student seats number be accurate?

**Answer**: In the class plan, you should create the first trimester class with 20 seats. Then create classes for the next two trimesters with zero seats in order to avoid triple counting. A class that consists of three trimesters and offers 20 seats each trimester should have a total of 20 active seats (not 60). You can explain in notes cells that these are trimester classes. The class plan should reflect and reinforce your narrative response in Part III.

1. Could you provide me with the following information:

Average time for the successful completion/attainment of the High School Equivalency credential

Average time for ESOL students to progress to functional understanding and use of English

Average time for ELL students to successfully complete their ABE program(s)

**Answer**: This Q&A mailbox is for clarification questions related to the RFP. This question goes beyond that and will not be answered.

1. In Required Appendix A, Past Performance Overview, the chart is divided into student performance level bands which do not match the NRS education functioning levels. The data requested is aggregated in Cognos’ Federal Table 4, but in order to match the SPL Levels in the Appendix chart it will be necessary to re-aggregate the raw data rather than cite Cognos. Is this step required, or can programs use Table 4 as it exists?

**Answer**: No. ACLS designed this chart so that both currently-funded programs and potential new programs could show their classes broken out in broad levels.

1. To get the data for the Past Performance Overview for Appendix A, I referred to SMARTT COGNOS Federal Reports - Site Level. Table 4 gives the data for all students served. Table 4B gives the data for only pre and post tested students. Which data is preferred for Appendix A?

**Answer**: ACLS designed this chart so that both currently-funded programs and potential new programs could show their classes broken out in broad levels.

1. On the RFP webpage for the workbook, the screen on my computer presented like the screen shown at the bidders’ conference, but when I started to enter information, I get a blank screen even after exiting and reentering. What else could I try?

**Answer**: After downloading, save the workbook to your computer with a new file name; if that doesn’t work, click any "Enable Editing" message that pops up.

1. There are two budget workbooks now posted, neither of which appear to have been updated.  Could you please clarify, this is a bit confusing.  For example, there is still language stating the cost per student cannot exceed $2,800.

**Answer**: There is an Excel 2012 and an Excel 2007 version of the workbook posted to the website, but it is the same workbook. The cost per student range is $2,300-$3,300. The upper limit of the cost per student range was adjusted to $3,300 and supersedes the previous limit of $2,800. Disregard the comment box in the workbook that still reads $2,800. At this point, ACLS will not be updating the workbook. The workbook instructions have the correct information regarding the ranges as stated here.

**Section F: Bidders’ Conference**

**General**

1. Will the in-person bidders’ conferences be any different from the webinars?

**Answer**: The webinars and the bidders’ conferences are designed in the same format; the content is the same. It is just a different delivery method. We have four face-to-face conferences planned and two webinars; dates for all of these can be found on our website.

1. Is there a maximum grant award?

**Answer**: No.

1. Is narrative double-spaced or single-spaced?

**Answer**: The narrative can be single or double spaced; the directions do not specify.

1. After November 17, will the Q&A remain posted (although closed)?

**Answer**: Yes.

1. Can you extend the online Q&A to accept questions until December 1?

**Answer**: No.

1. On the letter of intent, are the totals in each category for number of students served per year or over the 4 year duration?  
   **Answer**: It is the number of students served per year.
2. Is there a page limit for appendices?  
   **Answer**: The required appendices do not count toward the page limit. However, any appendices a program chooses to submit as evidence will be counted in the page limit.
3. In the letter of intent, do applicants need to list the number of seats and anticipated funding amounts for CALC, IET and Outstation separately?

**Answer**: Yes, for CALC, IET, and IELCE. There are no seats for Outstationing. These all require separate budgets.

1. Is it advisable to submit a letter of intent before the MOUs are formalized?

**Answer**: Yes. The letters of intent are due Oct. 6th and are for planning purposes only.

1. Under program design, does Spanish HSE count as ABE classes? Since their measure continues to be in English growth, I want to place them on the appropriate page.

**Answer**: Spanish HSE classes should be entered into the ESOL class plan with a description in the notes column and an explanation in the narrative.

1. Is there a definition of "accelerated" in accelerated outcomes?

**Answer**: There is no particular definition. You can refer to the [policy manual](http://www.doe.mass.edu/acls/abeprogram/).

1. The ***FY19 Policies for Effective Adult Education*** includes parents of school age children as a priority population. These parents may not be in the workforce. Can you clarify how programs should be addressing the needs of this population?

**Answer**: It is up to the program to determine how to address the needs of particular populations.

1. Are applicants required to submit an organizational chart from our program or the parent organization or both?

**Answer**: The organizational chart needs to include the program within the context of the parent agency.

1. Do we need to submit both job descriptions and resumes? And are teachers considered educational leaders?

**Answer**: See footnote 17 under narrative section 8: Educational Leadership.

1. Under question 1, you referenced the optional Program Design Worksheet. Could you be more specific as to where I can find it?

**Answer**: This optional worksheet can be found in the resource section on the RFP webpage.

1. Is there a page limit for service options (e.g., IET, IELCE and Outstationing)?

**Answer**: This information can be found in Part III of the RFP: Program Information.

1. Under table 1 for funding projections - can we apply within the range in the Projected IET & IELCE Costs? Secondly if we are in two local workforce areas can we apply for double the allotment?

**Answer**: Correctional institutions are eligible to apply for IET, but not IELCE. Refer to the specific instructions for correctional institutions in the RFP. AECI will be competed statewide rather than within local workforce areas, and applicants should refer to the Table 1 estimated allocation to see the amount of funding available for AECI.

1. If you are primarily a CALC, but provide IET services, which narrative do you suggest?

**Answer**: Programs need to respond to each service option separately.

1. Will programs be required to indicate STAR classes in the Workbook?

**Answer**: Yes.

1. Can administrator's time be split between admin and professional lines if they have responsibilities in each area?

**Answer**: Yes.

1. Are the director/coordinator hours for admin cost figured at 70% of total hours as in the past? If not, should only day to day duties/program management be in the admin box?

**Answer**: The day to day management of the program and all other administrative functions must be entered on Line 1. If an administrator also contributes time to direct services, those hours could be captured on Line 2.

1. Is support staff, data management etc. not under Admin anymore? And if an administrator is advising students in an advisor role, does that go on line 2? Should Coordinator's time be split between Admin and Professional?

**Answer**: These duties are listed on Line 3, and 100% of the cost is considered admin. All advising goes on line 2. It depends on his/her duties. All direct services need to be on Line 2. Programs need to determine the percent of time a coordinator dedicates to admin vs. direct services.

1. Is there a line item for "Unrestricted Funds"?

**Answer**: There are no separate unrestricted funds. All costs are included in the cost per seat.

1. Although it is not held to the $2300 - $3300 range, is there a student cost range for IET?

**Answer**: It’s up to the applicant to determine reasonable cost. We are aware that training can sometimes be more expensive, and the cost per seats will range depending on the training program. There are IET models on our website and Table 1 shows their cost range.

1. Is a Maintenance of Effort (MOE) required with current funding amounts?

**Answer**: Yes. Note: MOE only applies to currently-funded programs.

1. Will additional appendices, other than the requisite A, B and C, be read if provided in the proposal?

**Answer**: If additional appendices are within the page limit they will be reviewed. Required appendices do not count towards the page limit.

1. There is no place in this RFP to write about the needs of the community. Is this correct?

**Answer**: That is correct; there is no specific prompt for the community needs. The design of programs should reflect the community needs.

1. I do not see a section for program volunteers or community planners.

**Answer**: Programs decide how they want to deliver services. If volunteers and community planners are part of your model, integrate them into the proposal.

1. Is it required to maintain an independent community advisory board or is it sufficient for staff to sit on the boards of our partners?

**Answer**: If it’s not in the [policy manual](http://www.doe.mass.edu/acls/abeprogram/), then it is not a requirement.

1. There seems to be information requested that is redundant. Do we treat each section as separate and repeat previous information?

**Answer**: You only need to provide evidence once. If the evidence serves multiple purposes, then reference it in all applicable answers. You must reference other sections if you want readers to consider information include in a different section.

1. By number and percentage of students completing a level, are you referring to learning gain or movement to a new class (i.e., Educational Functioning Level (EFL))?

**Answer**: Past performance data is open-ended. Provide whatever evidence best demonstrates your past performance.

1. How do we show evidence of our curriculum?

**Answer**: That is up to the applicant.

1. I understand printing and reproduction is now considered an admin cost. The printing that teachers do directly supports students’ and therefore shouldn’t be considered an admin cost. Can that expense go on a different line?

**Answer**: Everything on line 8 is admin. If you know and can track a specific cost of printing that supports direct services, you can put that in line 6.

1. How do I fix a negative variance in the Workbook?

**Answer**: You can fix the negative variance by modifying the class plan, adjusting the cost per student, or adjusting the budget.

1. Do we have to show staff names in the budget narrative?

**Answer**: It is up to the applicant.

1. Under Indicator 7, Staff Qualifications, it says that ACLS requires that all teachers have, at a minimum, a Bachelors Degree. Is there a grandfather clause that allows teachers without a Bachelor’s Degree, but with many years of ABE teaching experience, to continue on as ABE teachers? Is there a waiver?

**Answer**: No, there is no grandfather clause or waiver related to this.

**Part I - Critical Content and Context**

1. In the past, some funding has run through the WDB. Has that changed? Will all WIOA funding be direct from ESE this time?

**Answer**: Yes. There was a memo on June 12 to the field that announced that the funding that used to flow through Adult Career Pathways will no longer continue; therefore, all grants will be received directly from ESE starting in FY19.

1. Is this a 4-year or 5-year grant cycle?

**Answer**: This is a four year funding cycle. However, ACLS built in an extra year in case we need it to do an extension, but the funding cycle is for four years.

1. Is there a list of adult education research that can be provided to applicants?

**Answer**: There is a brief collection of additional resources that have been gathered and are posted on our website under FY19 Resources and Information. We advise programs also to do their own research as well as check the information that is available on the SABES website.

1. Is there a point range for programs to be funded? Out of the total 205 points?

**Answer**: We have not established a point range. The competition is happening for CALCs within each of the Workforce Development areas, and there is a certain amount of funds available for each region, so we’ll be reviewing the proposals that come in, and based on how they score, the funding will be administered.

1. Will the grant readers assigned to grants have specific training in areas like correctional education, family literacy or other specialty service areas?

**Answer**: There is thorough training both internally and for all external reviewers.

1. Will workforce reps be on review teams? If not, what is the composition of the review teams?

**Answer**: The review teams will consist of ACLS staff, Workforce Development Board (WDB) representatives, and external consultants (when applicable). Please do not confuse the two types of review that will happen this year. One review is local plan alignment review: once programs submit proposals, ACLS will share them with the WDBs who will form a subcommittee to review certain sections for alignment with the local plans. For transparency, we included the local plan alignment form which they will use to comment on whether the proposal is aligned with local plan is aligned or not aligned or somewhat aligned, and include recommendations. ACLS will lead a separate review to compete the funds. The proposals will be reviewed by the review teams which will review, score, rank, and comment on the proposals. Teams will be made up of ACLS staff, WDB representatives, and consultants (when applicable). The review teams will review the responses from the Workforce Development boards about local plan alignment.

1. Could you elaborate on external consultants?

**Answer**: We are aiming to have about four members on each review team. If a workforce partner is not available or we don’t have enough members to complete a review team, we will use external consultants. Everyone on the review teams will be fully trained.

1. Is there a minimum or maximum number of programs to be funded in a region?

**Answer**: No.

1. Will the link to upload the grant submission be on EdGrants or a separate link?

**Answer**: EdGrants is a completely separate portal that will be used once programs are funded. The proposals are not submitted in EdGrants. The link that you receive to upload your proposals is a separate link. The proposals get entered in a special portal which will be available after October 6. See section D, Questions 2, 3, and 4 of this Q&A.

1. Do we NOT submit the local MOA?

**Answer**: Applicants do not have to submit the Umbrella MOU as it is posted on EOWLD website and part of the local plan package (<http://www.mass.gov/massworkforce/wioa/mou/>).

1. Does the total for Hampden County include Corrections or is the regional allocation for Corrections completely separate?

**Answer**: WDB area allocations do not include Corrections. Corrections are competed statewide.

1. Why do currently funded programs need to submit “past performance data” when the information is in SMARTT and Cognos?

**Answer**: States are required by statute to have a single application process. All applicants must have the same submission requirements.

1. If programs are currently funded by both state and federal grants, is it recommended to split and submit one or two proposals?

**Answer**: Submit one application only and include a proposed budget for July 1, 2018 through June 30, 2019. ESE will determine after the applications are reviewed whether the program will receive their funds through federal, state or both funding streams.

1. Does the past performance data requirement apply only to past ESE-funded applicants? Or does it apply to non-ESE funded ABE/ESOL applicants also? (To clarify, are we eligible to apply if not all of our proposed sites have past performance data? Does each site need its own past performance data?)

**Answer**: All applicants must submit past performance data. The applying agency must have past performance data to apply. If the agency has past performance data, they can use this competition to expand and offer new sites where the services have not been offered.

1. What is the difference between the two different sets of reviews? And what is the sequence of review regarding the reader team review process and the local plan reviews?

**Answer**: There are two separate processes of review, and they are reviewed at the same time.

* 1. The review process with reader teams will use the scorecard, review all questions, teams make recommendations for funding (ESE process).
  2. Local WDBs will review proposals in their areas for alignment with that area’s Local Plan. This review will not be scored.

1. Would a program design serving 300 ESOL students and 25 ABE students annually satisfy the 50 student minimum?

**Answer**: Yes. The requirement refers to a minimum program size.

1. For collaboration proposals, must individual partner programs serve 50 or is only the total considered?

**Answer**: The total number served must equal 50 or more including all partners.

1. If a program serves ESOL-only, may the program apply for GED or Family Literacy?

**Answer**: The applicant has to have experience in a specialty area.

1. Are there two online submissions, through EdGrants and the RFP portal? Please clarify the difference.

**Answer**: Submit your proposal through the online portal; EdGrants is for budgets once programs are notified they are funded.

1. Has the online portal been expanded to include limitless documents?

**Answer**: It is set up to have one single upload for all narrative responses. All required forms have space.

1. Can sections of the RFP be saved online and submitted separately? Or does the entire package have to be uploaded all at once?

**Answer**: The narrative is uploaded as one document, and the total page limit is 40. Only the narrative must be numbered. You can work on different sections and save application as draft until finished and ready to submit.

1. The past performance form says that data must be in the service area of the application. Is that data by area or by agency?

**Answer**: All agencies have to submit past performance. An agency cannot apply for services that have not been performed in the past.

1. Can you please explain the new reimbursement structure? Is it per pupil/participant?

**Answer**: The cost is per active and unique seat. It is up to the program to determine the cost within the allowable range of $2,300-$3,300.

**Part III - Narrative Section**

1. Where can one find major changes in required program design?

**Answer**: It is up to the applicant to propose a program design that meets with the needs of the students you are proposing to serve and aligns with the local plan priorities in your region. You can see the program design worksheet that was included in the RFP as well as the [policy manual](http://www.doe.mass.edu/acls/abeprogram/) which includes information on our required policies and includes a section on program design.

1. Is there an example of an approved ACLS curriculum used in Corrections that I can view?

**Answer**: No. Please review sample exemplars on the ACLS and SABES websites and feel free to contact SABES for curriculum development resources and technical assistance.

1. What is the process for submitting compelling reasoning for a cost above $3,300 per student seat? Is that to be included as part of the 40-page narrative?

**Answer**: Yes, it is. You would make your case in the narrative or supplement the rationale with some notes in the notes column for the class plan tab in the Workbook.

1. Under *contractual*, what if it is a flat rate and not per hour [an hourly rate]?

**Answer**: Enter one hour multiplied by the flat rate.

1. Do programs still need to have a sequence of three?

**Answer**: See the [Policy Manual](http://www.doe.mass.edu/acls/abeprogram/). Programs need to provide a continuum of services.

1. When writing their proposals, do applicants need to address the bullets separately in the narrative responses?

**Answer**: Each narrative section contains ONE writing prompt along with bulleted information that is intended to guide and support your understanding of the prompt. As illustrated in the scorecard provided in the RFP, your responses to the bulleted information are not scored individually. Rather, your entire response is scored holistically, like an essay question that should address the elements in the prompt as well as in the bullets.

1. Do we include job descriptions and resumes in the narrative appendix?

**Answer**: Educational leaders are required; teachers would be additional in the page limit. See the footnotes.

1. If we want to add footnotes, can we include them as an appendix, or does it need to be in the body of the narrative?

**Answer**: Instructions about narrative format is provided.

1. Is Career Pathways a separate program? Must all programs address some form of career pathway collaboration?

## **Answer**: See the resources on the website that reference [career pathways](http://www.doe.mass.edu/acls/acp/?section=training), June 12 memo, and career pathways Appendix C: Massachusetts Career Pathways Systems Development for Adult Education in the [*FY2019 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions.*](http://www.doe.mass.edu/acls/abeprogram/)Career Pathways is not a separate program; all programs must address career pathways.

1. Do we include job descriptions for teachers?

**Answer**: Teacher job descriptions are not required.

1. Is there a template for the Organizational Chart?

**Answer**: There is no template. Each agency submits its own.

1. Re the Organizational Chart for the Agency, should it describe the CALC or the parent organization?

**Answer**: Parent Organization. Please review the prompt.

1. Is the past performance table included in the narrative?

**Answer**: The table is NOT included in the narrative, but it is a requirement and will not count toward the page limit.

1. Regarding the Past Performance chart, what about ESOL students and Column F: high school completion?

**Answer**: This may or may not apply. Only fill it out if applicable.

1. What is a collective of 50 students?

**Answer**: A minimum of 50 students each year.

1. I’m not clear on proposed services to be aligned with local plans?

**Answer**: The WDB will review the local plans for alignment.

1. If we need to align with all local plans, must we be part of local signatories?

**Answer**: No. Applicants are encouraged to contact their local WDB.

1. Is there no longer any emphasis on providing or attempting to provide for full-time positions for instructors?

**Answer**: Review the Indicators of Program Quality, especially indicator 7 and 9 as well as the [*FY2019 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions.*](http://www.doe.mass.edu/acls/abeprogram/)

1. Can you clarify how you see the role of the advisor moving forward?

**Answer**: Please see the [policy manual](http://www.doe.mass.edu/acls/abeprogram/). There is flexibility for programs in how advising will be offered to students.

1. Do applicants have to submit a curriculum with their proposals?

**Answer**: It is up to the applicant what they choose to submit as evidence. A curriculum is not a required document and if submitted will count towards the page limit.

1. Does this mean that we need to start integrating Career Pathways with the end of the ACP funds to the CALC?

**Answer**: Career Pathways may be integrated into the regular AE program; see the ACLS June 12 memo to the field.

1. Is the assessment requirement going to continue? Will there be outcome requirements?

**Answer**: The minimum assessment requirements will stay the same. See the [*FY2019 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](http://www.doe.mass.edu/acls/abeprogram/), and refer to the information on our website regarding [assessment](http://www.doe.mass.edu/acls/assessment/) and [performance accountability](http://www.doe.mass.edu/acls/performance/) (see the information on Measurable Skills Gain, MSG).

1. Do we need to submit two separate past performance data for each service area (i.e., one for ESOL, one for ABE), or one total that covers both?

**Answer**: There is one form that includes both ESOL and ABE.

1. Is past performance counted?

**Answer**: Currently funded programs will not get pre-assigned points for past performance. However, all programs must demonstrate past performance data to be eligible to apply.

1. Does the minimum of 50 students include IET/IELCE? How about Distance Learning (DL)?

**Answer**: No, the minimum of 50 students does not include IET, IELCE, or DL.

**IET/IELCE**

1. Is there a page limit for IET proposals?

**Answer**: Yes, 20 pages.

1. Where is there a list of industry-recognized credentials for use in IET/IELCE?

**Answer**: See the [WIOA Joint Partner Communication #03-2017 (Industry Recognized Credentials (IRCs) Resources).](http://www.mass.gov/massworkforce/docs/issuances/joint-partner-information/03-2017.pdf) There is also additional information posted on our website under [Industry-Recognized Credential.](http://www.doe.mass.edu/acls/acp/?section=credential)

1. Are ACLS programs required to do all of the options like IET, IELCE and outstationing?

**Answer**: No. These are additional and optional services programs can apply for.

1. Do we need to submit an MOA for a continuum of services?

**Answer**: Yes.

1. How do we know whether to submit an articulation agreement or an MOA?

**Answer**: Either is acceptable.

1. How do you describe Transition to College and Career Pathways?

**Answer**: This O&C RFP does not solicit proposals for [Transitions to Community College programs](http://www.doe.mass.edu/acls/cc/default.html) which were competed in FY17. CALCs can offer classes that develop students’ skills to help them transition to community college, training or employment and/or offer the IET/IECE programs. See question 10 under Part III - Narrative Section in the document for additional information on career pathways in adult education.

1. Can Transition to College programs be considered as IET if the program works in collaboration with a certificate program in a community college?

**Answer**: The applicant must meet specific requirements of IET/IELCE. See the RFP and our resources on our website for additional information.

1. If some responses are similar in IET/IELCE, can this be reference in the CALC grant?

**Answer**: Programs must respond fully to all questions.

1. Will IET funds get redistributed to CALC grants if not enough IETs/IELCEs get funded?

**Answer**: ACLS is committed to have IETs and/or IELCEs in each local workforce area. ESE will determine how the funds will be distributed.

1. What if no one in a region applies for IET or IELCE? Will the money be redistributed, or will programs be “nominated?”

**Answer**: Table 1 has an estimate of what can be allocated for each area. IET/IELCE is part of the allocation to each area. ESE will determine if funds will be re-distributed or whether we will rebid that local workforce area to offer IET and/or IELCE.

1. What level of civics education is expected for IELCE?

**Answer**: See the documents in resources and the [policy manual](http://www.doe.mass.edu/acls/abeprogram/). It is up to the program to determine the level of integration and civics education content that is offered.

1. To clarify, if we are proposing to offer multiple IET and multiple IELCE, do we write one application, or one for each program?

**Answer**: The agency must submit an overview for each Career Pathway. Applicants proposing more than one IET/IELCE service option must submit a separate narrative response for each service option and complete the appropriate sheets in the class plan budget workbook.

1. For unique slots in an IELCE program, if a student participates in an academic class, do they also count as a unique seat for the technical class?

**Answer**: If a student participates in an academic class and a technical class, then that student counts as one seat and can count towards the CALC policy of the 50-seat minimum.

1. Our IELCE program has many components and we need more lines than exist in the workbook. Is there a way to add rows?

**Answer**: No. You can try to combine some information and explain it in the budget narrative. It could also be elaborated in the narrative response.

1. We are planning to propose two distinct IELCE and two distinct IET programs. I understand that we are to submit an overview for each proposed program; however, in the different narrative sections, while there is some overlap between programs, the curriculum, the delivery, and the outcomes are different and would require us to write distinct narratives about each proposal. For this proposal, should we submit just one proposal? If so, would the page limit be expanded?

**Answer**: Applicants proposing more than one IET/IELCE service option must submit separate narrative responses for each service option and complete the appropriate sheets in class plan/ budget workbook.  In the example given, the applicant would submit four separate narratives and complete the appropriate sheets in the class plan/budget workbook.  The page limit for each separate narrative response would be 20 pages.

**Class Plan/Budget Workbook**

1. When and where do we submit our request for approval of an indirect cost?

**Answer**: Information on how to apply for indirect cost can be found on the grants management section of the ESE website:<http://www.doe.mass.edu/Grants/essential.html>.

1. In reference to the Partnership Overview attachment, can *scheduled coordination* be defined?

**Answer**: *Scheduled coordination* may mean something different to each applicant but as worded in the Partnership Overview, it is suggesting that local area partners work together to ensure that the schedules for student services would not prohibit students from accessing services from multiple partners.

1. Is my program held to the percent of match I used in last year’s renewal?

**Answer**: Check the ACLS [policy manual](http://www.doe.mass.edu/acls/abeprogram/), and you will see the policy about maintenance of effort. If you are an applicant that has been funded in the past, you have to maintain either the level of the maintenance of effort or a minimum of 20% of the grant that you are requesting, whichever is greater.

1. The instructions say that it would be unusual to see amounts on both line 8 and line 9. Some Line 8 expenses are specific to the program, and wouldn't be covered under indirect (such as transportation of students, printing, advertising, memberships/subscriptions, etc.). We have always had amounts in both Lines 8 and 9; they are substantially different costs. Please explain.

**Answer**: In the revised workbook instructions that we anticipate will come out this week, this question is addressed.

1. Does flex/foundation funding still exist or is that all rolled into the per-pupil cost?

**Answer**: Yes, it is all rolled into the per-pupil cost.

1. Must we identify and fund a tech coordinator, an ADA coordinator, etc.?

**Answer**: That is up to each applicant to decide; see the [policy](http://www.doe.mass.edu/acls/abeprogram/) manualfor additional information.

1. The budget seems to hinge on the per participant cost. Does the budget summary automatically adjust if the cost per student is adjusted?

**Answer**: Yes, if by budget summary you are talking about the class plan amount, then that would be adjusted depending on what you entered per cost per student.

1. Can you give some examples of what would be "compelling rationale" to go above $3,300 per student seat?

**Answer**: In the July 21 memo to the field, ACLS elaborated on “compelling rationale” and provided the following:

* 1. Programs will have to provide a compelling rationale for designs of an *average* per seat cost over $3,300. This may include costs related to a wide geographic service area or other factors.
  2. Ongoing service refers to availability during the academic year (September to June). Programs with designs that do not align with the academic calendar must provide a rationale for the structure. Additional programming (e.g., summer) is encouraged and can serve as the basis for a rationale for higher funding levels. The minimum seat requirement will not apply to summer classes.

1. Should the class plan total amounts and the red and orange amounts total the whole class plan?

**Answer**: Yes, the class plan generates the total amount of dollars, and that is derived by the cost per student that you enter, and the number of unique student seats. That number will show up in your summary sheet; in our mini example, it was $27,000, which gave us zero variance, but it is not the case that the orange and the red tabs or the budgets are automatically going to equal each other. That is up to you; you have control over what you enter into the budgets, but you do not have control over the amount generated from the class plan, except by entering a different amount in the range.

1. Where are the Workbook instructions online?

**Answer**: They can be found under the *Submission* *Instructions*.

1. What we enter for credentials might change as positions are refilled; do we just add what the present people hold for credentials without identifying them now?

**Answer**: Yes.

1. What is the fringe rate for the RFP?

**Answer**: The fringe rate is based on your agency fringe rate. The rate that you provide is auditable, and you could be required to support how you determined the fringe rate.

1. What if we are proposing a new staff member? Do we note *To Be Determined* under degree and license?

**Answer**: You could do that; you could also write what the minimum qualifications or expectations would be for that particular position.

1. For Corrections, applicants must include other grants in 1e. Does this include budget, staffing, etc.?

**Answer**: That would only be if information, such as budgetary details and staffing, would provide evidence of the coordination you’re describing.

1. Is the budget September to June? We have been split with State and Federal funds and have run summer school for three years; do we include summer classes in our class plan?

**Answer**: For this application, plan for a complete year, which would be for July through June.

1. Is there a cap on allowed indirect rate?

**Answer**: There is a cap and it depends on what you are approved for, and for more information on that see the [policy manual](http://www.doe.mass.edu/acls/abeprogram/). Indirect costs count toward the admin cap.

1. Where can I find guidance on determining the cost per seat? There is no ‘start’ tab.

**Answer**: The “start” tab is not available. Refer to the Overview in the separate [instructions](http://www.doe.mass.edu/grants/2019/ABE/) document.

1. Distance Learning is described at length in the materials but not listed on the cover page and Letter of Intent. How do we include this in the design and proposal?

**Answer**: Programs that propose to offer distance learning should incorporate these elements in their class plan and narrative response.

1. If I do the class plan first, it seems like I’m guessing at the cost?

**Answer**: It is up to the applicant to estimate the cost for running a program.

1. If classes for STAR in the class plan are $0, how do we show the cost for the teacher?

**Answer**: The teacher should be reflected in the budget; a note indicating that should be in the class description area. This class is linked to the core class and the cost for that core class needs to cover all expenses to run that class.

1. Can the budget be amended so rows can be extended?

**Answer**: No.

1. Is there a maximum fringe rate?

**Answer**: No.

1. Can we submit two rates per sheet?

**Answer**: Yes.

1. What is the cost per active seat?

**Answer**: It’s up to the applicant to determine. ACLS has an allowable range see the Program Funding Formula section in the [*FY2019 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions.*](http://www.doe.mass.edu/acls/abeprogram/)

1. In the budget, can I put professional staff/instructors on line 2, but in the Workbook could they teach levels 4, 5, & 6?

**Answer**: Yes.

1. What happens if we are approved for less money than requested?

**Answer**: The program will negotiate the program design with ACLS and will need to revise the class plan and budget.

1. Where does conference registration go?

**Answer**: Travel line. Provide additional information about what conference, etc.

1. We do a lot of printing and reproduction of materials for our students in Line 8, but that goes to admin cost?

**Answer**: Put student costs in line 6.

1. Is the IET budget included with the overall proposal, or is the budget submitted separately since per student limits do not apply?

**Answer**: Refer to RFP submission requirements and workbook instruction.

1. Can you explain the difference between Cognos and SMARTT and which will we be using going forward?

**Answer**: SMARTT is data entry. Cognos is the report out. Please see dashboard updates for additional information.

1. May non-ESE funded classes be counted towards the agency’s match? If so, where in the budget should this be indicated?

**Answer**: Yes, they count as match as long as they are implemented as the ESE funded classes are. You can put the professional staff in Line 2, materials in Line 6 of the match narrative.

1. If applicants apply for a less than 5% indirect rate in FY19, will they be held to that rate for the following three years?

**Answer**: An agency must apply for indirect each year. Please be aware that the indirect rate is part of the administrative cost.

1. Does the Excel Workbook have questions that pop-up in response to a particular response to a previous question?

**Answer**: No.

1. For “years of experience in the field of adult education,” does that include diverse forms of adult education such as parent education or adjunct faculty on a college campus?

**Answer**: Use your judgment.

1. Is the cost-per-seat different for different classes, or is there one overall cost for the whole program?

**Answer**: It could be different for each class as long as the summary sheet (cost per student) is in the range.

1. Can you explain again the 25% Admin Overhead cap? What is included in that cap? Where can one find more information on that?

**Answer**: See the [policy manual](http://www.doe.mass.edu/acls/abeprogram/). The summary sheet shows what is included in the cap.

1. Will programs still be eligible to apply for Student Leadership and/or Student Transportation funding, etc. as they have been able to in the past?

**Answer**: There is no separate funding for Student Leadership or Student Transportation. The cost per student seat is meant to include the total cost for the program. If a program wishes to fund student leadership or support student transportation these will need to be covered in the proposed per student cost.

1. Where do applicants apply for Family Literacy?

**Answer**: It is not a separate application and not separately funded. The program would indicate these in the program design and describe the services. Determine if ABE or ESOL and apply to family literacy.

1. Is the STAR example [in the PowerPoint presentation at the Bidders’ conference] how we should plan for what was called non-rates-based classes before?

**Answer**: There are no non-rates classes in FY19. Applicants can propose different classes. Be sure not to double or undercount students.

1. To clarify, if we download the Worksheet and instructions today, will it be the final version?

**Answer**: Check the latest Q&A. Updates will be on the top of the page. New information is in purple. There will be no narrative changes. There may be changes in the workbook.

1. If the District applies for indirect for one grant (CALC), can it apply for indirect on another grant, such as IET?

**Answer**: Yes.

1. Why is the IET budget not bound by the cost per student range?

**Answer**: IET includes training. ACLS does not have enough data to determine a cost per range; also the training component might vary in cost depending on the industry sector and the duration of the program.

1. How does the billing to ESE work? How does the Agency get paid?

**Answer**: If an agency is awarded a grant, they will work with ESE to set up an account in EdGrants. Each month, money would be drawn down from the agency.

1. What is the percentage match requirement?

**Answer**: The minimum match requirement is 20% of the funding request or Maintenance of Effort for previously ESE-funded programs, whichever is greater.

1. In the Bidders’ Conference PowerPoint, Russell showed a sample worksheet that had a class with zero seats—why? Such a class generates no funding.

**Answer**: The class did not have any unique seats; it was linked to another class which generated the cost. You cannot charge twice for the same students.

1. Can ACLS confirm that the cap for Admin costs is 24%? Some of these costs are direct (lines 1, 3, 8, and 9). Can applicants charge the remainder to indirect if our approved rate supports this?

**Answer**: Admin cap is 25%. Applicants need to break out the admin costs within the line items including any amount in the approved indirect.

1. If an administrator spends some time providing direct services, does that mean his/her hourly rate would be different?

**Answer**: It is up to the program to decide.

1. Is this a 1-year class plan or five years? Is this a 1-year budget or five years?

**Answer**: It is a one-year class plan and 1-year budget.

1. If a program submits more than one IET or more than one IELCE, do both/all proposed options get combined into one IET tab or one IELCE tab?

**Answer**: One for IET. One for IELCE. Distinguish in the narrative which IET or IELCE it applies so we can see clearly, what is the cost for each program.

1. Can we use Title I money awarded by WDB as match?

**Answer**: No. You are not allowed to use federal money to match federal money.

1. Is there a required dollar amount for materials per student seat?

**Answer**: No. All cost for serving students was included in developing the cost per student range. It is up to the program to decide how much will be needed for student materials.

1. Do we need to include the budget detail, schedule B or cost sharing forms?

**Answer**: No.

1. Can some classes cost less than $2,300 and some more than $3,300 if average cost of all classes is within the range?

**Answer**: Yes.

1. If a teacher instructs more than one level, how do we decide what level to assign this teacher?

**Answer**: Assign all the levels they teach.

1. In Line 8, can we add other items or just those given? Must we choose to either fill out Line 8 or Line 9? We used to have cost in both.

**Answer**: See guidance in instructions.

1. Where exactly in the budget spreadsheet do I put our substantial in-kind matches for the following:

**Answer**:

* Space and utilities – Line 8
* Volunteers – Line 2 (see the [Policy Manual](http://www.doe.mass.edu/acls/abeprogram/), Chapter 10, *Match & Maintenance of Effort*)

1. In the staff plan, if a teacher is teaching the same SPL class morning and evening, on the staff plan do we enter her/him once with the doubled hours? Or use two rows, one for each class chunk?

**Answer**: Once. Please identify the classes in the description column.

1. Staff plan: If a teacher is teaching the same SPL class morning and evening, on the staff plan do we enter her/him once with the doubled hours? Or use two rows, one for each class chunk?

**Answer**: Read the instructions that accompany the workbook and use your best judgment.

1. On the budget pages, is it OK if the staff and line item descriptions exceed the box where we have to enter this information?  Or should we make sure we do not exceed the box size by shortening the descriptions? On the match budget, can we use the difference between our approved indirect cost rate and the 8% which is the maximum amount we can budget?  If yes, there is no place to put this amount on the match budget.

**Answer**: 1) If the descriptions can be shortened to fit within the box without losing essential information, that would work the best. 2) Yes, you can use the difference between your approved indirect rate and place it in match. Line 9 does exist in the match budget, so if you are approved for 8% and want to use 5% on the grant and the rest for match, then simply put 3% on the match budget and break the remainder out by line item in the match narrative.

1. If we are proposing Outstationing services, is it correct that we must generate revenue in the class plan in order to cover those services and reach zero variance in the MSUM tab of the worksheet? For example, if we build outstationing costs into the cost-per-student-seat, this assumes that we are the only beneficiary of those services and artificially inflates that student seat cost.  If we add slots to classes, that means we have to serve more students in order to provide outstationing services for the region. Outstationing is a service that benefits the entire workforce region, not just the agency that proposes to deliver it.

**Answer**: Correct. If the proposal includes the Outstation option, then ESE would not expect zero variance in the Combined Summary Sheet. The CALC summary sheet and optional IET and IELCE summary sheets must have zero variance.

1. [1] through intra-agency collaboration and coordination efforts [↑](#footnote-ref-1)