



Division of Adult Education Grant Competition Frequently Asked Questions

General Grant Questions

Q – If an agency had past access to eGrants, should we request new access user name and password for the 2018-19 grant competition?

A – Current users of the eGrants system should not need to request a new user name and password in order to log into eGrants. However, all applicants must follow the instructions in the Request for Grant Applications Guidelines under “Grant Requirements” to be able to create and complete the competitive grant applications.

Q – We are interested in applying to provide “Adult Basic Education Direct Service.” We are a current Department of Education grantee. I have a log-in on eGrants. I logged into eGrants. I was able to change the contract year to 2018-2019; however the grant application for the 2018-2019 program year is not available yet. I did see that PDE has system maintenance scheduled for February 22, I wanted to find out if the grant application for 2018-2019 will be available after this scheduled maintenance.

A – The Division of Adult Education competitive grants opened on February 28. If you logged into eGrants before they opened, they were not available. If your agency followed the instructions in the Request for Grant Application Guidelines on requesting access to the grants in eGrants, you should now be able to create the grants. Please note that individuals working in eGrants must have the appropriate roles and those roles must be current in order to create and complete the grant applications. Check with your agency’s Agency User Administrator for eGrants.

Q – Will the PPT be available? If so where can I view a copy of the information?

A – The webinar slides and recording will be posted to the Division of Adult Education Grant Competitions webpage.

Q – The Agency User Management Guide refers to the Program Office Administrator needing to be contacted to request access to grant application (page 1). Is this referring

to our in-house person (IT Manager) or is there someone at the state level who must be contacted to enable me to create grant application?

A – Applicants must follow the instructions in the Request for Grant Applications Guidelines under “Grant Requirements” to be able to create and complete the competitive grant application.

Q - Our User Administrator tells me the 064 2018-19 grants are not open yet. Can you confirm that? My understanding we would be able to make application starting 2/28.

A – The Division of Adult Education competitive grants opened on February 28. If your agency followed the instructions in the Request for Grant Application Guidelines on requesting access to the grants in eGrants, you should now be able to create the grants. Please note that individuals working in eGrants must have the appropriate roles and those roles must be current in order to create and complete the grant applications. Check with your agency’s Agency User Administrator for eGrants.

Q – Is there a way to get a list of previous grantees of these grant opportunities?

A – A list of current adult basic education and family literacy providers is available at <http://www.paadultedresources.org/home/find-a-program/>

Q – What is the “needs based formula” for adult education that is used to allocate federal and state adult education funds to local workforce areas and counties?

A – As stated in the Pennsylvania WIOA Combined State Plan modification “For the competition, PDE will use a needs-based funding formula to allocate funds to the local workforce development areas. This formula was developed in 2010 by PDE and a group of program administrators with technical assistance provided through a national leadership activity. The formula includes five data sets weighted equally: 1) the number of individuals age 18 and over who are not enrolled in school and who do not have a high school diploma; 2) the number of individuals age 16 and over who are in the labor force and are unemployed; 3) the number of individuals age 18 and over with less than a ninth grade education; 4) the number of people below poverty level; and 5) the number of OJT openings per year. In addition to the criteria in the funding formula, which are based on population numbers, the division will consider the size of the local areas in determining funding to address the rural nature of many sections of the commonwealth. In local areas comprised of multiple counties, PDE anticipates further breaking out funding by county to ensure services are available throughout the area.”

Q – I went to the grant competition’s page and tried to open and print out the policies and it asks for a username and password in order to view the document. How do we access the policies that are referenced in the grant guidelines for review.

A – The problem with the policies has been fixed. They are now available.

Q – We are not currently a member of the CareerLink. If we become a partner can we submit an application?

A – Entities are not required to be partners in the PA CareerLink in order to apply for the grant funds. Successful applicants that are awarded funds must become partners effective July 1, 2018.

Q – Is there a percentage of state funding allocated to the special needs population? If so what the percentage?

A – No. Neither Pennsylvania Act 143 of 1986 nor Title II of WIOA have any funding requirements for the special needs population.

Q – Guidance regarding funding states: "Because the division is requiring grantees to be full service programs, we have established minimum funding requests for the federal adult education and state adult education budgets. They are \$125,000 and \$75,000 respectively. Applicants should not request more funding than has been allocated to the proposed service area. Please note that, while the allocations to the local workforce areas all exceed the minimum amounts, may county allocations do not."

Is the "proposed service area" the local workforce area or the actual area to be served by the applicant agency (in this case, a county)?

If the county allocation is less than the minimum funding requests amounts, is there the potential for the allocated workforce area funds to be distributed differently across counties than is designated by the needs-based formula?

A – The proposed service area is the area in which the applicant will provide services. If the local workforce area is a multi-county area, but the applicant only wants to provide services in one of the counties, then the proposed service area is the single county. The division encourages applicants to consider forming coalitions with other providers in cases in which the county amounts are less than the minimum funding amounts. The division will not redistribute funds differently across counties than is designated by the needs-based formula.

Q – Agencies are required to submit applications for a minimum amount of \$200,000 (\$75,000 State and \$125,000 Federal). If an agency wishes to serve a single county where the allocation under the needs-based assessment is lower than this amount, will the application be considered for funding? That is, the application may still be made for \$200,00 but the award will be no more than the county allocation?

A – The division will not award grants for less than \$125,000 in the federal adult education 064 sub grant and \$75,000 in the state adult education 064 sub grant. For applicants that are only eligible for federal funds, the division will not award an amount less than \$125,000 in the federal adult education 064 sub grant. The division encourages applicants to consider forming coalitions with other providers in cases in which the county amounts are less than the minimum funding amounts.

Q – What is the timeline after April 3rd regarding grant review and issuing award letters? With the requirement of summer programs, we need to know when we will be able to start and pay staff.

A – The division cannot commit to a specific timeline. Successful applicants are responsible for ensuring capacity and ability to provide the proposed services.

Q – We have decided we do not want to apply for the optional tutoring program sub grant. Can you please delete the sub grant?

A – The Division of Adult Education will not authorize deletion of any sub grants prior to completion of the grants and the grant review process. Applicants that decide not to apply for optional tutoring funds after creating the sub grant should enter NA for the optional tutoring program questions in the narrative, make sure the sub grant has a \$0.00 balance, mark all sections complete, and click the Complete Step button. The sub grant will be deleted during the contract approval process for successful applicants.

Q – Section 204 of the guidelines allows for the high school equivalency instructors and data quality specialists to be grandfathered for the same position in PY 2018-2019 if they do not meet the certification requirements. Does the grandfathering only qualify for the one program year, or does it apply for the four-year length of the grant cycle?

A – Grandfathering is in place for PY 2018-19. For subsequent program years, programs will have to provide evidence to support continued grandfathering. There is no grandfathering for instructors because they have been required to have bachelor's degrees since 2011.

Q – The save button is "grayed out" for the FFAT form in eGrants. I have tried saving the form in all three places (consolidated section and each budget section) with the same result. Should the information be entered in the consolidated section or the federal budget section, or does it matter?

Q – In the Funding Accountability and Transparency Act Sub-recipient Data Sheet section of the Adult Basic Education Direct Service (064) grant I entered the information, but it will not allow me to save. Is this function completed prior to submitting the grant proposals or will this function occur once proposals are chosen for funding?

A – Applicants do not complete the FAAT form during the initial phase of the grant competition. Only successful applicants that are awarded funds complete the form. That will happen during the grant contract approval process that happens after grants are reviewed and scored, and awardees are notified.

Q – If we will need GED Ready Vouchers for our program, should we assume that PDE will continue to provide them next year or that we need to purchase them?

A – The GED Ready vouchers from the division were a one-time purchase with WIA incentive funds. Applicants must budget for any GED Ready vouchers they wish to purchase. Applicants

may NOT use grant funds to pay high school equivalency testing fees or any other costs related to high school equivalency testing.

Q – We cannot print the grant content under Reporting. We receive an error Server Error Application.

A – The eGrants team is aware of the issue with the grant content under Reporting and is working to resolve it. The inability to print the grant content document will not impact an applicant's ability to complete the application.

Q – Are there any required documents that we need to attach to our application in eGrants or send in separately? For instance, typical attachments like an organization board list or audited financial statements. If we wanted to attach something like a support letter, is there an option to do that?

A – Applicants do not need to submit any documents as part of the initial phase of the grant competition. Successful applicants who are selected for award may be required to submit additional documentation during the grant contract approval process. The Division of Adult Education does not consider letters of support when reviewing grants, so applicants should not submit any.

Q – Please clarify what is meant by “session” on the Class Schedules. Is a session a term/semester or is it a discrete class meeting?

A – It is a finite cycle of classes for a given number of weeks. Applicants may determine the length of the class cycle/session. Not all sessions must be of the same length.

Q – The e-grant was down yesterday and still seems to be down today, are there issues? Seems incomprehensible that e-grants would be down in the middle of a huge competition. Trying to call tech no one answers, I am assuming everyone in the state is trying to call.

Q – The eGrant system has now been down for more than 24 hours and I can't continue data entry. Our agency is closed Friday and Monday for the Holiday, and some key people are not in to complete the review even if I have the data entered, any chance there will be an extension of the deadline for application?

Q – I am not able to log into PA egrants. Two others at MIU that have access to e grants cannot log in either. Please offer guidance.

A – The issue has been resolved. There is no plan to extend the due date of the grant applications. Applicants are responsible for planning their work to align with the timeframe given for the applications.

Q – We completed an intent to apply for a grant, but decided to consolidate with another agency and not submit our grant. We will not be a sub-grantee, but actually become part of the other agency. Is there anything we need to do at this point?

A – No, you do not need to do anything with the grant that you created.

Q – Can you please confirm that in order to submit by 4/3 prior to peer review, we must complete the e-signature process by the authorized user in the agency? We are unsure whether the e-signature process should happen before or after the initial submission leading to peer review.

Q – When ready to submit the grant, should we print and sign a copy to send to the Division or wait until grants are awarded?

Q – In the submission of the grant applications, do we need to have signatures (i.e. online signature) when submitting on April 3, 2018?

A – Applicants do not sign off on the grant application (either electronically or manually) during the initial phase of the grant competition. Only successful applicants that are awarded funds are required to sign the grants. That will happen during the grant contract approval process that happens after grants are reviewed and scored, and awardees are notified.

Q – User has marked the 064 grant as completed in the indirect cost section area and needs to have it reopened.

A – As long as the sub grant is still in Workflow Step Data Entry, applicants can click “Make Section in Process” to reopen a section. Applicants can return sub grants on which they have accidentally clicked “Complete Step” back to Data Entry by clicking the Previous Step button. However, applicants should avoid clicking “Complete Step” until they are sure that all parts of the grant and sub grants are done.

Q – It looks like our grant writer accidentally submitted our 064 grant 2018-19. According to the main screen it shows as “submitted for peer review”. Can this be recalled? It was an error.

A – Applicants should avoid clicking “Complete Step” until they are sure that all parts of the grant and sub grants are done.

- a. If the applicant has accidentally clicked Complete Step on one or more of the sub grants in the Adult Basic Education Direct Service 064 grant, they should follow the steps in the answer just above.
- b. If an applicant accidentally clicks “Complete Step” on the main grant, and the content in the main grant (narrative and agency information sections) is complete as the applicant wants to submit it, the applicant can leave the main grant as it is and will still be able to enter information in the sub grants/budgets. The applicant must click Complete Step on the sub grants by the April 3, 2018, 2:00 PM deadline.

- c. If an applicant accidentally clicks “Complete Step” on the main grant and needs to add information to the narrative and/or agency information after the main grant is Submitted for Peer Review, the applicant must complete the following steps to request access to the application:
1. Email ra-able@pa.gov with the following information: agency name, name and eGrants user ID of the person who clicked the Complete Step button, date and time the Complete Step button was clicked, and an explanation of why the applicant is requesting access to the grant again.
 2. The applicant must copy and paste all of that information from the email to the Message Board at the bottom of the Grant Application Detail page. This creates a formal record in eGrants to document the request.

For information on the user ID of the person and the date and time, click on Routing / Workflow in the Administrative Functions box on the Grant Application Detail page.

The process to return the main grant to the applicant for data entry involves several steps and will take time. The deadline for all applications remains Tuesday, April 3, 2018 at 2:00 PM.

Q – I am working in eGrants and am trying to edit/delete in the staff section of the agency information. I would like to update a position name and delete two blank entries. Any guidance would be greatly appreciated.

A – Applicants may edit/delete entries by clicking on edit/delete at the far right of each row. If that is not working, please contact the eGrants Help Desk.

Q – Is it acceptable to establish acronyms for frequently used titles and terminology early in the grant (ex. Program Administrator as PA) and continue to use them or do we have to introduce acronyms over and over in every section of the grant?

A – The division provides no guidance on this topic. Applicants are responsible for ensuring that answers are clear and understandable.

Q – Can you give one or two specific examples showing the difference between supplant versus supplement funding scenarios and/or tell me where exactly I can read about the difference. I'm not sure I understand what supplant means.

A – “Supplement not supplant” means that the grantee cannot use federal funds to cover costs that have otherwise been covered by state, local, or agency funds.

Subgrantee/Subcontractor Questions

Q – Can we be a main grantee in this competition (064) and a subgrantee/subcontractor in one of the other Department’s grant competitions?

A – Yes.

Q – In the guidelines for the 064 grant on page 7, a sentence reads applicants cannot sub contract with another applicant for a portion of the proposed services. If the county requires ESL to be offered, must the subcontractor be full service and offer both ABE/HSE services and ESL?

A – The main grantee is responsible for ensuring that the consortium/coalition of eligible providers included in the grant provide as a group all of the required activities. Individual subcontractor/subgrantees do not have to be full service providers. A main grantee in an area that requires ESL may subcontract with an entity that only provides ABE/ASE services, as long as the main grantee ensures that ESL services are available. In a given workforce area for the Adult Basic Education Direct Service 064 grant, an eligible applicant must decide if it is going to be a main grantee OR a sub grantee. It cannot be both.

Q – Are applicants allowed to be a sub-grantee in one application be a main grantee in a separate application on the 061 grant?

A – An agency may be a subgrantee on an 064 grant and a main grantee for an 061 grant. An agency may not apply for an 061 grant and also be a subgrantee on another 061 grant.

Q – On the subgrantee activity summary question, the instructions say: “If applicable, enter all subcontracting agencies that are to provide instructional services. If the subcontracting agency is entering its own data, you must enter the AUN.” Do you mean entering the data (student) or entering data for the eGrants application?

A – That means “If the subcontracting agency is going to enter student data in the eData v2 system under its own name and AUN.”

Q – In the grant, it discusses the option of being a consortium. We added another agency as part of the consortium or sub grantee to be part of our application. How do we pull in their budget and or other information into application?

Q – As the main grantee, do we have to complete all sections of the Agency Information section for the subgrantee or do we just complete the Subgrantee activity summary in that section?

Q – We are applying as the main grantee. For clarification of section 608.3 in the guidelines, is it correct that in the budget section, the amount planned for the subgrantee would go in the "contracted services" section and should be broken down by function code but with an object code of 320 regardless of function?

Q – I opened both the 064 and 061 grant applications as a sole grantee. Since then, we have been approached about a program consolidating with us and one subgranting to us. Do I need to contact eGrants to have it open the subgrantee parts or do I do that through a request here?

A – Main grantees do not add separate narrative, agency information, or budget sections for subgrantees. Subgrantee information is included in the overall application.

In the narrative sections, the subgrantee’s activities are included as part of the description of activities.

In the Agency Information section:

- Staff – Include subgrantee staff.
- Program Sites and Class Schedule – Include all instructional services provided by the main grantee and subgrantee.
- Agency Activity Summary – Include the total contracted enrollment for the grant, which covers the main grantee and all subgrantees.
- Subgrantee Activity Summary – Include each subgrantee separately.
- Counties Served – Include all counties served by main grantee and subgrantee.
- Program Contact Information – Main grantee only.

In the budgets, the funds given to the subgrantee(s) are entered in Object Code 320 Professional Educational Services, split across all function codes as appropriate.

Main grantees are required to have formal written contracts with all subgrantees. That contract should include a detailed breakout of the subgrantees’ expenditures, which the main grantee must monitor. See Section 205.4 of the Adult Education and Family Literacy Guidelines for additional information on the responsibilities of the main grantee in a consortium.

Q – County agency 1, from WDA “A” joins a consortium as a subgrantee in neighboring WDA “B”. County agency 2, an agency from another county in WDA”A” is also applying to serve County 1 (as County 2 alone does not meet the minimum funding application requirements). If grants are awarded to the consortium to serve County 1, is there funding available for County 2?

A – The question is difficult to understand. Based on our interpretation, the answer is:

Funds allocated to a county must be used to provide services for residents of that county, preferably with services located in that county.

Q – We opened an 064 Direct Service Grant in eData but are now planning to have a subgrantee. I noticed that there is a tab for Consortium Grant Applications. Should we be using that?

A – No. “Consortium Grant Applications” are for a specific type of grant through Division of Federal Programs and should not be used for Division of Adult Education grants.

Q – Are agencies obligated to form a consortium with the other counties in their own Workforce Development Area if the county allocations fall below the minimum OR may a county join a consortium as a sub-grantee with a neighboring WDA? If other agencies apply to provide services in that same county (because their own county allocation is below the minimum) will that application be given preference over the latter consortium in order to maintain services?

A – Applicants are not required to form a consortium with other applicants located in the same local workforce development area. An applicant may choose to join a consortium led by an applicant from another local workforce development area. The application review and scoring process does not give preference to one applicant over another based on whether it is part of a consortium or on the type of consortium.

Q – We are an agency planning on having one subcontractor for HSE services. We created and are working in the 064 direct service grant. On the direct service grant, there is a section for sub grantee activity summary. In the past, we have entered our subcontractor here. Has the protocol for including subcontractors changed? Do we need to create a consortium grant application instead or in addition to the 064 direct service grant? Thank you.

A – The protocol has not changed. We have changed the term “subcontractor” to “sub grantee.” Division of Adult Education grant applicants should not create a “consortium grant application” which is a very specific grant type used by other offices in PDE.

Demonstrated or Past Effectiveness Questions

Q – We have no official employment outcome numbers for 2016-17. Can we expect this data from the Division in time to complete "Demonstrated Effectiveness" Question 1 of the narrative?

Q – The Performance Data for 2016-17 listed in PA Resources only includes enrollment, EFLs, and GED & post-secondary outcomes. Where can we find the outcomes for obtain employment and retain employment?

Q – The 2016-17 draft data provided by PDE doesn't have employment outcomes. Where can we get this data for the 064 and/or 061 grants?

A – The Division of Adult Education will post employment outcomes for agencies funded by the division in Program Year (PY) 2016-17 prior to the grant due date. The data will be posted following the same procedures used for other PY 2016-17 data.

Q – Could you post archived policies, specifically C.135 from 2014-15 to 2016-17 to assist us in answering "Demonstrated Effectiveness" Question 2 of the narrative regarding inclusion in cohorts?

A – These policies will be posted to the Division of Adult Education Grant Competitions webpage shortly. UPDATE: These policies have been posted.

Q – Are agencies applying for 064 grants required to provide both ABE/ASE and ESL performance data? If an agency did not previously have a full service ESL program, is ABE/ASE data sufficient for the grant application?

A – Applicants are not required to provide ABE/ASE and ESL performance data separately. Applicants should provide the data available to them.

Q – Item 1 of the narrative is entitled "Demonstrated effectiveness to determine eligibility," and it requires student data from the past three years. Near the end of the narrative there is another section entitled "Past effectiveness" which has the exact same instructions as Item 1 and requires the same three years of data. Why are there two identical questions, and won't our answers to them be identical also?

Q – Outcomes reporting for PY 2014, 2015, and 2016 are requested in both "Demonstrated effectiveness to determine eligibility" and "Past Effectiveness" sections of the Narrative. It appears that identical information is requested in both sections; is that correct?

A – WIOA requires state offices to collect and use effectiveness information for two different purposes:

1. To determine if an entity is an "eligible provider," and eligible to apply for a grant; and
2. As one of the thirteen considerations used to award grants.

In the Division of Adult Education grants, the data provided in the section Demonstrated Effectiveness to Determine Eligibility will be used to determine if the applicant is eligible to apply. This section is reviewed before and separately from the rest of the grant. If an applicant is unable to provide sufficient evidence in the Demonstrated Effectiveness to Determine Eligibility section, the rest of the grant will not be reviewed.

The data provided in the section Past Effectiveness will be reviewed and scored as part of the overall grant application.

It is acceptable for applicants to provide the same data and narrative explanation in both sections.

Q – We currently receive funding through both 061 and 064. For Outcomes reporting for PY 2014, 2015, and 2016, would our data reflect students served by both programs simultaneously, or should we reflect only 064 students in our 2018 064 application and

only 061 students in our 2018 061 application? (In other words, can we use the same data one time for multiple applications, or do we need to break it out?)

Q – In the first part of the narrative under outcomes, the grant asks for applicants to provide data about the number of students who improve skills in math, reading, writing and/or English proficiency. Do we need to use NRS criteria? For example, if a student scores lower on their pretest in math than they do in reading, doesn't improve in math but does improve in reading they wouldn't count as improved according to NRS. Can we count them as improved on the grant since they did improve? Also, do they need to complete a level or just have a better score?

Q – When writing for a consortium, the past effectiveness would be based on the Main Grantee's data for the past year for the competitive grant 18-19, correct? Data reported by PDE isn't necessarily broken up by the counties included in the consortium.

Q – When calculating past performance statistics, should we include students served by grants other than our current 064 grant – for instance, students served by the previous 061 grant who now will be included in the 064 grant?

Q – When calculating past performance statistics, should we include students served through a subcontract with another organization – for instance, students served by our organization but funded through a subcontract with another organization, which reports on those students in E-data?

A – In compliance with WIOA regulations, the Division of Adult Education is not dictating the exact data that applicants must provide. Applicants should include data that they believe provide evidence of demonstrated effectiveness and past effectiveness.

Fiscal/Budget Questions

Q – According to page 36 of the 1819 guidelines “Indirect costs may only be charged to Function Code 2300 Administration, and Object Code 900, or listed as part of the local match for federal 064 or 061 grants. Unrecovered indirect costs may not be counted as part of local match.” But according to page 35: Object Code 891 – Other Miscellaneous Expenditures: The program may use the unused portion of its approved restricted indirect cost rate (RICR) as local match. The program cannot use more than its approved RICR as local match. We have an RICR of 47% of salaries only. Are we able to use this an match under cost function 891? We didn't use it for match in the 2017-18 application because of page 36 but now that I saw that on page 35 I thought maybe we could.

A – WIOA Title II includes a statutory requirement prohibiting the use of federal funds to supplant non-federal funds. This “supplement not supplant” requirement limits the indirect costs that an entity may charge (see CFR 76.563 and 76.564 below). Local education agencies must use the RICR assigned by PDE. Other entities may use an 8 percent RICR under 76.564(c)(2).

Entities that do not charge the grant the full amount allowed under the RICR (i.e., 8 percent or amount assigned by PDE), may report that amount as local match. Any indirect costs incurred by the agency above and beyond the allowed amount may not be charged to the grant OR counted as local match.

Citations from the Code of Federal Regulations, Title 34 Education, Subtitle A, Chapter 1, Part 76, Subpart F

§76.563 Restricted indirect cost rate—programs covered.

Sections 76.564 through 76.569 apply to agencies of State and local governments that are grantees under programs with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds, and to their subgrantees under these programs.

§76.564 Restricted indirect cost rate—formula.

(a) An indirect cost rate for a grant covered by §76.563 or 34 CFR 75.563 is determined by the following formula:

Restricted indirect cost rate = (General management costs + Fixed costs) ÷ (Other expenditures)

(b) General management costs, fixed costs, and other expenditures must be determined under §§76.565 through 76.567.

(c) Under the programs covered by §76.563, a subgrantee of an agency of a State or a local government (as those terms are defined in 2 CFR 200.90 and 200.64, respectively), or a grantee subject to 34 CFR 75.563 that is not a State or local government agency may use—

- (1) An indirect cost rate computed under paragraph (a) of this section; or
- (2) An indirect cost rate of eight percent unless the Secretary determines that the subgrantee or grantee would have a lower rate under paragraph (a) of this section.

(d) Indirect costs that are unrecovered as a result of these restrictions may not be charged directly, used to satisfy matching or cost-sharing requirements, or charged to another Federal award.

Q – What is the ratio for the financial match? Is it one to one?

A – Refer to section 609 of the Adult Education and Family Literacy Guidelines for Program Year 2018-19 for information on the local match requirements for the Adult Basic Education Direct Service grant and the Integrated English Literacy and Civics Education Program grant.

Q – When applying the 10% of state funds to be used for function code 2160, is that for state grant request only or for state grant request and optional tutor training together? For example, if an organization is requesting \$100,000 in state funds and \$100,000 for an

optional tutoring program, would the maximum for function code 2160 be \$10,000 or \$20,000?

A – The Optional Tutoring Program budget does not include function code 2160. Costs charged to that budget are only for the costs of recruiting, training, and supporting volunteer tutors. All costs associated with the provision of services to the students served by tutors must be allocated to the Federal and State Adult Education 064 budgets. The cap on function code 2160 in the State Adult Education 064 budget does not increase as a result of the tutoring program.

Q – It appears that in the state funds budget section of eGrants, there is no option to include Object Code 420–Utilities.

A – That was an oversight. Object Code 420 has been added to the State Adult Education 064 budget.

Q – On Page 36 of the Adult Education and Family Literacy Guidelines Program Year 2018-19, it states that "indirect costs may only be charged to Function Code 2300 Administration, and Object Code 900...;" however, in eGrants, there is a section in the budget for "Restricted Indirect Costs" and that uses Function Code 5000 and Object Code 900. Can you please confirm where Restricted Indirect Costs should be coded?

A – Thank you for pointing this out. Restricted indirect costs are charged to Function Code 5000/Object Code 900 in eGrants. However, any indirect costs charged to the grants must be added to the total in Function Code 2300 when calculating total administrative costs affected by the 5 percent and 10 percent caps on administrative costs in the federal and state budgets, respectively.

Q – If I want to work staff raises into my grant, is there any guidance or caps on wages? Currently my staff earns \$22/hour. I want to raise to \$25/hour.

A – The division does not provide guidance or impose caps on personnel salaries or wages. That is a local decision.

Q – What object code do we use for meals and lodging costs for conferences, like PAACE?

A – Refer to Section 608 of the Adult Education and Family Literacy Guidelines.

Q – What function and object code should be used by the applicant for funds that will flow thru to a subgrantee? The PA Chart of Accounts would indicate that function 2990-899 should be used, but that is not a currently available option in eGrants.

A – The PA Chart of Accounts is intended for K-12 programs. The Division of Adult Education uses the function and object codes differently. As stated in the Adult Basic Education Direct Service Grant Competition webinar, programs should refer to sections 600-609 of the Adult Education and Family Literacy Guidelines when completing the grant budgets. Further

information on how to handle subgrantees is included in the Subgrantee/Subcontractor Questions section above.

Q – In the FAQ, it states that subgrantee expenses should be entered in Object Code 320 and split across all function codes as appropriate. This is the same code that is used for our contracted services. Can you please advise if these subgrantee pass thru funds are subject to federal procurement rules under Uniform Grant Guidance?

A – The Division of Adult Education uses the function and object codes differently. As stated in the Adult Basic Education Direct Service Grant Competition webinar, programs should refer to sections 600-609 of the Adult Education and Family Literacy Guidelines when completing the grant budgets. Further information on how to handle subgrantees is included in the Subgrantee/Subcontractor Questions section above.

Q – I want to make sure I'm on the right track regarding where/how to budget CareerLink infrastructure costs for 064. We provide a PDE funded class at a CareerLink for WIOA clients with high school diplomas to improve their reading and math skills so that they will be eligible to enroll in vocational training. Am I correct that if we include our infrastructure cost in our state budget we would code it under FC 2600 (per page 30 of the guidelines), but if we instead include the infrastructure cost in our federal budget we would code it under FC 2300? The guidelines state this on page 30, but the application PDF conflicts with this. The text in the help button for the contracted services budget table for State funds says that PA CareerLink infrastructure costs must be allocated to FC 2300/OC390. Which is correct?

Q – For the CareerLink infrastructure costs for 064 the Q & A informs us to use the Building-related section, Function Code 2600 and Object Code 390. There is not an Object Code 390 under the Building-related section. There is an object code 390 under contracted services FC2600

A – Your understanding is correct. Thank you for pointing out the discrepancy. We have corrected the information in the State Adult Education 064 help buttons.

UPDATED ANSWER/CORRECTION: In the State Adult Education 064 grant, PA CareerLink® infrastructure costs should be allocated in the section ~~Building-related~~ Contracted Services [correction] in FC 2600/OC 390. Using OC 390 allows us to identify the expenditure as PA CareerLink support rather than regular rental costs.

ADDITIONAL CLARIFICATION: In the Federal Adult Education 064 sub grant, PA CareerLink infrastructure costs MUST be allocated to function code 2300/object code 390. In the State Adult Education 064 sub grant, PA CareerLink infrastructure costs may be allocated to function code 2600/object code 390. In both sub grants, that is under Contracted Services.

Q – In addition, how do we determine whether to include the CareerLink infrastructure cost in our state or federal budgets or both? Would we need to bill it to state because on page 8 of the guidelines under 203.1 it says that individuals who do *not* have a secondary

school diploma or recognized equivalent are eligible for federally funded adult ed services, which conversely means that students *with* a diploma (which is who is in our class at the CareerLink) are NOT eligible for federally funded services?

A – Your understanding of federal eligibility is incorrect. Individuals with a high school diploma or equivalent are eligible for services under both federal and state funds as long as they have a basic skills need as determined by a division-approved standardized assessment. Applicants are required to use a portion of their federal grant funds to contribute to PA CareerLink® infrastructure costs. Applicants may also choose to use state grant funds to cover PA CareerLink® infrastructure costs if they determine that there is proportionate use and relative benefit to doing so.

Q – I noticed that in section 203 of FY18-19 guidelines the following section about the use of federal and state funding that was in the FY17-18 guidelines has been removed:

Note: The focus of the federal funds is providing services to the higher functioning adult students (High Intermediate Adult Basic Education (ABE), Low Adult Secondary, and High Adult Secondary). Agencies can provide services to lower functioning students with this funding, but the majority of enrolled students should be at the higher levels.

Note: The focus of the state funding is providing services to the lower functioning adult students (ABE Beginning Literacy, ABE Beginning, Low Intermediate ABE, and all levels of ESL). Agencies can provide services to higher level students with this funding, but the total funds expended in a state 064 grant for instruction at the adult secondary level cannot exceed 20 percent.

Without these requirements there are few guidelines for what we should use federal money vs. state money for. Aside from the floors and ceilings under 604.2.1 and 604.2.2, am I correct that there is little/no guidance regarding what agencies should use federal vs. state funds for? I just want to make sure I'm not missing something.

A – The previous recommendations for the focus of federal and state funds have been removed. All activities provided with federal and state funds must be allowable based on the guidelines.

Q – If a staff member who recruits and oversees volunteer tutors also provides support services (barrier removal and transition support) to students who are tutored, should the time he spends doing this and the share of his compensation be billed to function code 1692 or to function code 2122 and 2160?

A – Only costs directly associated with recruiting, training, and supporting volunteer tutors and classroom aides may be charged to 1692. All costs associated with the provision of services to the students served by tutors must be allocated to the Federal and State Adult Education 064 budgets under the appropriate cost functions.

Q – Under the Agency Information section of the application the Staff table help button says "the information provided here should align with the information in the salary

sections of the budgets." So if we enter in this staff table that a staff person is full-time and 100% of her time is dedicated to 064 grant activities, will PDE expect to see her total number of hours dedicated to each function code in state and federal tables add up to 2080 hours? If so, that doesn't seem to make sense because an employee could spend 100% of her time on 064 program activities, but we may decide not to bill all her time and therefore compensation to 064 state and federal grants. This might particularly be the case if the staff person's time is mostly billable only to FC 2300 (since only 5% of federal and 10% of state funds can be used for 2300, we will need to limit how much of administrative staff time we bill to 2300). Can you please explain?

A – The division provided a narrative text box in each budget section to allow applicants to explain such situations.

Q – How should general liability, D&O and workers comp insurance be assigned in terms of a function and object code? Is it correct for all three to be OC520 and FC2600?

A – D&O insurance is not an allowable expense. The applicant must use other non-division funds. Workers' compensation is considered staff benefits. As stated in section 608.5 of the guidelines, general liability is in OC 520.

Q – In the FY18-19 guidelines, it states that professional services like accountants and payroll are supposed to be charged to object code 330, and in the application it says under the contracted services budget table help button that 330 may only be allocated to FC 2300. However, under RICR on p. 36 of the FY18-19 guidelines it says that indirect costs may only be charged to FC 5000/object code 900 or listed under the local match, and mentions payroll and accounting as indirect costs. So how should we code indirect costs such as accountants, payroll, audit expenses, etc. Which guidance is accurate?

A – Accountants, payroll, and audit expenses, if paid directly from the grants, are not indirect costs. They must be entered as directed in the guidelines.

Q – According to the 2018-19 Guidelines, a waiver is to be submitted prior to grant submission. During the 064 recording, it was mentioned that no waivers are to be sent to an advisor until grants are awarded. Should we send a waiver prior to submission of the competitive grant or wait until the awards are announced?

Q – Do agencies need to put in a waiver for administrative fees prior to submitting the grant proposals. And if so, do they need to be submitted through the able site or another site? Are waivers only for Federal funds?

A – The Adult Education and Family Literacy Guidelines apply to those applicants who are awarded grants. Therefore, the need to submit a waiver request to the five percent cap on administrative costs (federal grants only) happens AFTER the competitive grant proposals are submitted for peer review and scoring. Successful applicants selected for a grant award will

submit waiver requests and the division will consider those waiver requests during the grant contract process after grantees are selected.

Q – In situations where instructors conduct their own intake and orientation and/or act as the primary assessors, is it necessary to split time in the state and federal subproject budgets to reflect the multiple roles (i.e. instruction, assessment, intake/orientation) – or do all of these duties fall under the role of instructor? In other words, if a portion of staff member time is allocated to 1691 Instruction, should they be separated into multiple roles within that same cost function?

Q – In the Salary table of the budget, if a staff member assigned to a particular function code/object code has multiple roles, should that person be listed more than once in the table? For example, if the employee who supervises teachers spends a portion of her time supervising instructors, conducting and supervising intake/orientation, and coordinating the teaching, should the employee be listed three times with the share of her time entered for each separate role?

<u>FC</u>	<u>OC</u>	<u>ROLE</u>
1691	101	Instruction
1691	101	Intake/orientation
1691	101	Program coordination

A – Staff members’ time should be broken out by function code, object code, and the role being fulfilled. So, if an instructor is responsible for three different roles, then the applicant should have separate entries for each role.

Q – I cannot find where to enter budget data on the Adult Basic Education Direct Service (064). I see the Narratives section as well as other sections but do not see where to enter budget data.

Q – We now have access to the Adult Basic Education Direct Service (064) grant application web page but we cannot get access to the web page that supports the entry of the budget for this grant. Can you help provide some guidance to access the electronic budget forms?

Q – The ‘Tips for Creating a Division of Adult Education Grant Application in eGrants’ references selection of an appropriate sub grant but we do not see any sub grant listed. Can you provide us some guidance for the sub grant?

Q – Working on the Basic Adult Education Grant. In the Grant Application Details section. Saying there is no budget subsection.

A – ANSWER UPDATED on March 29, 2018: In the Adult Basic Education Direct Service 064 grant, the budgets are the sub grants. At the bottom of the grant details page, under the Narrative and Agency Information, there is a section Sub Grant Applications with a button that

says Add Sub Grant Application. The agency must use that to add the budgets/sub grants. Applicants that are eligible applicants for both federal and state funds must add both the federal adult education 064 and state adult education 064 sub grants. There is a User Guide on the Home page in eGrants called "Creating a Grant Application," which includes information on how to add sub grants.

Q – For Space Rental there is not a percentage cap. Is there a maximum amount that can be budgeted? Or, as long as we budget for actual spaced used for classrooms and offices directly related to the grant allowable?

A – The Division of Adult Education places no restrictions on expenditures for space rental above and beyond the requirements in the federal Uniform Grant Guidance (2 CFR Chapter I, Chapter II, Part 200, et al. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The division recommends that applicants review the document to ensure that proposed expenses are allowable under that guidance. All expenditures must be reasonable and necessary.

Q – What is the difference between OC 448 and 442? Please give an example of equipment rental that would be categorized under 442 but not 448.

A – OC 448 is Lease/Rental of Hardware and Related Technology Services. OC 442 is Equipment Rental. OC 442 includes items that are not listed in the description of OC 448 in the Adult Education and Family Literacy Guidelines for Program Year 2018-19.

Q – When writing with consortium/coalition and one county has extra in kind/local match can it be delegated to another county to assist with local match requirement?

A – Local match is not reported by county.

Q – For the IHPDS staff, is it correct to assume they are 2200, Object Code 101 and their role is PD support. There is no IHPDS in the drop-down list of the role column.

A – The entry you propose is acceptable.

Q – In the Budget Section, under Salary, the number of hours is rounding; it is not keeping our decimals. Do we have to enter number of hours as a whole number?

Q – When entering salary information in the budget section of eGrants, the total number of hours column is rounding. Are we only able to enter whole numbers for total number of hours?

A – This has been fixed. Applicants should be able to enter up to two decimal places.

Q – The 700 Property amounts put into eGrants are not showing up on the budget summary page in the federal budget.

A – The eGrants team has fixed this issue.

Q – To include the cost of purchasing new TABE tests, I assume the Function Code would be 1691. What would be the Object code?

A – Refer to the Adult Education and Family Literacy Guidelines Program Year 2018-19 Section 608.6.

Q – Can you please provide some additional guidance on object codes? They are confusing for programs that have the same person performing multiple duties. For example, for most parts of the job, the program director is 101 Supervisor/Coordinator. Is that the case if the program director also does data entry? In that case is the object code still 101 or 105 Administrative Support Personnel? If the same person is the instructor, provides student support, and does some data entry, would the object codes be 102 (Instructor), 103 (Counselor) and 105 (Administrative Support Personnel)?

A – In general, the Object Code should align with the staff member's position in the agency rather than the role being fulfilled. For example, a supervisor/coordinator is OC 101 even when doing data entry.

Q – In previous years, we were to enter budget information by cost function. For example, in the salary section, we would enter all information for function 1691 and then all information for function 1692 and so on. Is that still the case this year, or has that changed?

A – Entering items in the budget as you describe is appreciated but not required.

Q – I would like some clarity regarding how to code staff that oversee the volunteer tutoring program. We have two staff who not only recruit, train and manage volunteer tutors but enter data into edata regarding students in the tutoring program, recruit students for the tutoring program and for our classes in general, and provide some support services (similar to a case manager) for students in the tutoring groups. My understanding is that all of their time dedicated to recruiting, managing and training the volunteer tutors should go into the optional tutoring budget but that the time they spend on the other responsibilities I mentioned should NOT be billed to the separate tutoring budget. Should all of these other responsibilities be coded as FC 1692, OC 104 or should they be coded a different FC? If a different FC, what OC should I use? The system will not allow OC104 to be paired with many of the other FCs aside from 1692

A – You are correct in your understanding that time spent entering data, providing case management to students, and recruiting students should be billed to the main grant not the Optional Tutoring Program sub grant. These responsibilities are not done as the tutor trainer but as a program coordinator. Therefore, the work should be assigned to object code 101 in the relevant function code: 2900 for data entry and student recruitment and 2122 and 2160 for student support services. In the State Adult Education 064 sub grant, 1692 is only used for activities related to recruiting, training, and supporting volunteer classroom aides.

Q – The ABE regulations indicate that non-LEA's may compute indirect costs at 8%. However, when we try to enter that into e-grants budget section, we get a message that we are exceeding the allowable amount of \$0. In the summary box, it shows a rate of 0%. How do we enter our indirect costs in the system?

Q – User/She is asking how to enter data since she is looking for an object code 900 under 2300.

A – The 0% RICR has been fixed. Restricted indirect costs are entered in the Restricted Indirect Costs section of the budgets/sub grants. The only option is function code 5000/object code 900. Restricted indirect costs may only be charged against direct costs minus any amount allocated to purchased equipment. Applicants may not charge indirect costs to the Optional Tutoring Program sub grant.

Adult Basic Education Direct Service Grant Questions

Q – Are the required volunteer classroom aides different and separate from the optional tutoring program?

A – Yes.

Q – What is the anticipated cost per student rate for 2018-19?

Q – Is there a minimum cost/student, or a range for cost/student?

A – Refer to the Request for Grant Application Guidelines for the Adult Basic Education Direct Service 064 grant for maximum cost per student. The division has not established a minimum cost per student.

Q – Is the program required to be providing services within the PA CareerLink or can we provide another location?

A – Successful applicants are not required to be co-located at a PA CareerLink site. However, all Adult Basic Education Direct Service grantees and all Integrated English Literacy and Civics Education Program grantees must be partners in the PA CareerLink site and fulfill all of the roles and responsibilities of the PA CareerLink partners, including providing access the adult basic education services through the PA CareerLink. Refer to the Adult Education and Family Literacy Guidelines for PY 2018-19 and Policy G.100 Adult Education and the Workforce Development System for more information.

Q – Do we need to already have the required staff that are listed in the grant application or can we propose to hire the required staff?

A – Applicants do not have to have all required staff at the time of application. Positions to be filled may be listed as TBD in the Name column of the salary section.

Q – Can you please give examples of supplemental distance learning?

A – Refer to Policy D.130 Distance Learning.

Q – My agency currently provides ESL tutoring services, but not ESL classes, since we have not had a strong demand for these. We serve counties where ESL services would be required - is tutoring sufficient or do we need to offer classes as well?

A – No, tutoring is not sufficient.

Q – Does the requirement for "year round instruction" mean that we must offer classes during the months of July and August? We typically do not offer classes during these months, but tutoring and all other support services are available.

A – Tutoring is not sufficient to meet the "year-round instruction" requirement.

Q – Can all Educational Functioning levels of ESL be served under federal adult education 064?

A – Yes.

Q – Are volunteer classroom aides required for classes funded by state monies or by both state and federal monies?

A – Both state and federal monies.

Q – Are the Optional Tutoring Program funds to be requested in place of the 20% required by Act 143 or in addition to the 20%.

A – The optional tutoring program funds replace the previous requirement to use 20 percent of the state adult education 064 funds for a tutoring program. In this grant cycle, all successful Adult Basic Education Direct Service 064 applicants must use 5 percent of the state adult education 064 grant funds to support volunteer classroom aides.

If applicants would like to have a tutoring program for one-on-one and small group tutoring in addition to classroom aides, they should apply for the optional tutoring program funds.

Q – Is tutoring allowed under federal adult education 064?

A – Tutors recruited and trained in an optional tutoring program may provide services to any students served in the adult education program.

Q – Upon reading the guidelines for the 064 Adult Basic Education Direct Service grant, we wanted to inquire about the minimum requests. The guidelines state "applicants must apply for a minimum of \$125,000 in federal funds and \$75,000 in state funds." We believe this means that you must apply for both federal and state, but want verification that you cannot apply for one or the other.

A – Applicants that are eligible applicants for both federal and state funds must apply for both federal and state funds. An applicant cannot choose to apply for one or the other.

Q – Our tutoring program is typically handled by a subcontractor. Should our budget for tutoring reflect all costs together in the “Contracted Services” section, or should a subcontractor’s costs be broken out and entered into the “Salary,” “Benefits,” and “Program-Related” sections?

A – The Optional Tutoring Program budget only covers the costs of recruiting, training, and supporting volunteer tutors. When these services are provided by a subgrantee/subcontractor, they should be allocated to function code 1692, object code 320. Use the narrative box to provide additional information. Any funds being awarded to the subgrantee/subcontractor to administer the tutor training program or provide instructional and support services to the students being served by the tutors must be allocated to the Federal and State Adult Education 064 budgets in object code 320, broken out across all function codes.

Q – Should the optional tutoring program sub grant be used to pay for tutor coordinators’ salary?

A – Funds awarded under the optional tutoring program subproject/sub grant may only be used to cover costs directly associated with recruiting, training, and supporting tutors. The portion of the tutor coordinator’s work that meets that criterion may be charged to the optional tutoring program grant. Any work that the tutor coordinator does that supports the overall adult education program or the students in the program, such as intake, orientation, and assessment or student support services, must be charged to the federal and state adult education 064 sub grants.

Q – Our program does not have sufficient need to justify applying for the optional Tutoring Program funds. However, we currently utilize tutors for small group and one-to-one instruction, particularly with ESL learners (of whom we have very few). Are agencies who receive 064 Adult Basic Direct Service grant funds able to continue to support tutoring services (as currently provided) with the mandated 5% of State funds or are they limited to supporting classroom aides only?

A – Applicants may choose to use some of their state adult education 064 funds to support a tutoring program component in addition to using 5 percent to support classroom aides. It cannot replace classroom aides. However, the division strongly recommends that eligible providers consider applying for the additional tutoring program funds if they use tutors.

Q – 064: in the “agency information” section, what types of classes would be listed in the “supplemental class schedule (if offered)” table, as opposed to the “regular class schedule (minimum 5 hours per week)” table? Do supplemental classes need to be a minimum of 5 hours? Are the supplemental classes meant to be aimed/focused on providing support/instruction for those currently involved in other classes?

A – Supplemental classes are classes in specific (aimed/focused) content areas to provide additional instruction to students attending regular classes who want more intensive instruction in specific content. Supplemental instruction is in addition to other classes not in lieu of. Therefore, supplemental classes do not have to be a minimum of 5 hours per week.

Q – Corrections education is not a required but rather, an additional allowable, activity. Why is it a separate, scored section in the application?

A – Successful applicants are expected to provide a full range of services to the communities that they serve. Applicants that provide corrections education are providing a greater range of services than those that do not. The division chose not to require corrections education because we understand that it may not be an option in all areas depending on the circumstances with local correctional facilities.

Q - I was able to open the 064 Adult Basic Education Direct Service Grant, it stated that it was a consolidated grant. When trying to open the Federal, State, and Tutor sub-grants I get a message that states, “This grant is only available to a consolidated application”. It shows we are approved. How can I open the sub grants?

A – Applicants have to add the appropriate sub grants from the Grant Application Detail page by clicking the Add Sub Grant Application button near the bottom of the page. If you follow those steps and it is not working, contact the eGrants Help Desk.

Q – By applying for the optional tutor funding, are we expected to serve additional learners?

A – Yes. The Optional Tutoring Program amount should be added to the federal and state adult education sub grant amounts to determine the total proposed grant amount. That total should be used to determine the contracted enrollment. If an applicant is awarded the main grant but not the optional tutoring program grant, the division will consider changes during the grant approval process.

Q – When writing with a consortium/coalition and one county does not need all the funding, can that funding be used elsewhere within the area for which they are writing?

A – No. The funding formula is a needs-based formula. Applicants for funds to serve a county should use the funds to serve residents of that county. Applicants are not required to apply for all of the funds available to a county.

Q – Is there a minimum or maximum amount that can be applied for under the optional tutoring program grant funds?

Q – Is there a maximum amount that can be requested for the optional tutoring program?

A – No. There is no maximum or minimum required amount for the optional tutoring program sub grant. Applicants should request only the amount that is reasonable and necessary to

recruit, train, and support volunteer tutors who will provide one-on-one and small group tutoring services. All costs associated with the provision of services to students served by volunteer tutors must be charged to the federal and state adult education 064 sub grants.

Q – It states in regulations that programs must operate over the summer and cannot have extended breaks or shut-downs. What constitutes an extended break or a shut-down?

Q – The webinar stated that programs must provide year-round services with no excessive breaks. How long is acceptable for a break? Two weeks? Is a month too long?

A – As required partners in the local PA CareerLink one-stop delivery system, all adult basic education programs are required to provide access to their services during PA CareerLink business hours. Classes should not be suspended for more than two weeks at a time. As stated in the answer to an earlier question, tutoring and small group instruction do not fulfill the requirement for year-round instruction.

Q – As a main grantee, can the optional Tutor program be applied to only one county and not the others? And if so, how would that be designated on the grant?

A – Applicants may determine where they propose to provide services. That information should be clearly described in appropriate sections of the grant application.

Q – In past contracts our organization would project how many enrollments we would have in each NRS level, but because we were responsive to demand in the community, our numbers would always be somewhat different at the end of the fiscal year. For example, we might estimate that of our total enrollments, 50 would be ABE tutoring level students, but as long as we meet our contracted total enrollment goal for the year it didn't matter if our ABE tutoring level students ended up being less than 50 or more than 50. How will something like this work now that tutoring enrollments are funded by a separate contract from class enrollments? For example, if we ask for funding for 200 tutoring enrollments and 500 class enrollments for a total of 700 enrollments, will we be able to change this ratio based on demand through the fiscal year - for example, to 120 tutoring enrollments vs. 580 class enrollments?

A – First, students served by tutors are NOT funded under the Optional Tutoring Program sub grant. Only the costs associated with recruiting, training, and supporting volunteer tutors may be charged to the Optional Tutoring Program sub grant. All costs associated with services to the students are charged to the federal and state adult education 064 grants. Second, the Agency Activity Summary table must include total proposed student enrollment and does not require applicants to break out the number of students who will be served in classes versus those who will be served through one-on-one and small group tutoring activities.

Q – Does a full-time tutoring program coordinator for a prison-based peer tutoring program have to be 100% dedicated to that role specifically, or can some of their time be attributed to a community-based tutoring program as well?

A – The peer tutoring program coordinator must be a full-time, dedicated position working only with the prison-based peer tutoring program.

Q – Can volunteer tutor hours still be counted as Local Match on the Federal grant even if a program receives the optional tutoring program?

Q – May the value of instructional services provided by volunteer tutors/classroom aides be used as part of the local match for Federal 064?

A – Yes.

Q – Does the optional prison-based peer tutoring program include working with county and state facilities?

A – The applicant may determine the correctional facilities in which it proposes to provide a peer tutoring program.

Q – I have a question concerning ESL classes under the 064 grant. Is it possible to use division funds to buy supplies (books, etc.) for students to attend a pre-existing non-credit class? Funds would *only* be used for supplies - not for tuition or class fees, and students would get an orientation and be assessed in the usual way and get all other program services.

Q - Clarification: There would be absolutely no cost to students! Tuition / instruction would be funded by the College. Division funds would only be used for class supplies. This would be an extremely cost-effective way for us to offer ESL instruction.

A – No. Division funds must be used to provide additional ESL instructional services at no cost to participants.

Response to Clarification: The answer does not change. Division funds must be used to provide additional ESL instructional services. They cannot be used to purchase materials for existing services. Funding is supplement not supplant and is to provide adult education and literacy activities.

If the applicant is unable to provide the full range of services as required in its proposed service area, it should consider being a subgrantee to another applicant for the portion of services it is able to provide.

Q – If your program currently has a tutoring program and has allocated state funding to cover the costs for tutor training, will we just add that into our proposals for this year? For example, \$108,501 was expended for tutor training for a full service program. Do we

calculate that in this year's state adult education 064 budget, or does the agency need to apply for the additional tutoring funds to be able to receive the funding?

A – Applicants that want to have a tutoring program should apply for the optional tutoring program funds.

Q – Can the 064 grant cover testing fees for workforce development certificates/credentials, or for HSE testing?

A – No.

Q – Can a workforce development class (Child Development Associate, Community Health Worker) be offered in a commingled classroom, where some students pay tuition, and others are paid for by the 064 grant? Would the contracted instructor's time allocation be charged to the 064 grant based on the number of students that were paid for by the grant – if 10 students, and 4 were paid for by the 064 grant, 40% of the instructor's fee would be paid for by the grant?

A – No. Division funds cannot be used to pay for occupational training (which you refer to as a “workforce development class”) unless that occupational training is part of a division-approved integrated education and training program.

Q – Can we include funding for citizenship preparation/practice in the 064 grant?

A – Applicants may propose to provide integrated English literacy and civics education activities as part of the Adult Basic Education Direct Service grant activities. Integrated English literacy and civics education activities must include a combination of English language acquisition activities AND literacy activities AND instruction in the rights and responsibilities of citizenship and civic participation. Applicants cannot provide stand-alone citizenship preparation classes with division funds.

Q – For Program Requirements, in order to be considered a full service program, may I please get clarification on the last bullet-point paragraph under Federal and State 064 Grant, on page 5: Be a partner at a local PA CareerLink site and fulfill all the roles and responsibilities of a one-stop partner including entering into a Memorandum of Understanding (MOU) with the local workforce board; contributing to infrastructure costs of the PA CareerLink site; providing access to adult basic education services through the PA CareerLink site; and providing career services to eligible one-stop participants.

(1) Is that a “partner” according to the local PA CareerLink site? Does “site” refer to their website or the physical building?

(2) The local workforce board is located in Harrisburg – so what else would constitute a workforce board? Is that the same thing as a workforce development board, and are those all to be found/ registered at our local PA CareerLink site?

(3) Is there a sample/ template Memorandum of Understanding you could send us, or I could look up so I may know exactly what that is and entails?

(4) Does this “contribution” equal donations to the PA CareerLink site or maintenance fees to our advertising as a service provider on the PA CareerLink website?

(5) Who is an “eligible one-stop participant”? What does “one-stop” refer to if that is describing a community member, and not us the nonprofit organization?

(6) Does involvement in the Commonwealth Workforce Development System apply to this paragraph?

A – Refer to Division of Adult Education Policy G.100 Adult Education and the Workforce Development System and to section AA1.3 of the Adult Education and Family Literacy Guidelines Program Year 2018-19, which are posted on the Division of Adult Education Grant Competitions webpage. The policy includes links to documents that address the questions. The applicant should also review content on the Pennsylvania Adult Education Resources website under Administrators>WIOA and in the webinar recordings under Administrators>Webinars and Meetings.

Q – There is not a drop down for Specialized, Short Term classes. If we propose to offer an LPN Math course, would it fall under Specialized, Short Term? Does it have to be specified since it will not be more than 5 hours/week? And it cannot be classified as Supplemental because they are not current students enrolled in ABE/HSE classes.

A – All classes must meet a minimum of five hours per week. If the LPN Math class will be less than five hours per week, it must be a supplemental class, and participants must attend other classes.

Q – When we enter 9.5 hours of class, the system rounds it up to 10. Are we only permitted to enter classes as a whole number in this section? If so, does the total hours have to reflect information entered under Number of Sessions Per Year and Number of Hours Per Week? With the rounding, the numbers do not correctly reflect our total proposed hours.

A – The eGrants system has been changed to allow decimal points in the “Number hours per week” and “Total hours” columns. The Total Hours column should be the actual planned total hours for the year.

Q – In previous years, we were required to delineate preparation time and instruction time in the “Class Schedule” section. In the current grant, it asks that we enter “number of hours per week”. Do these hours include protected preparation time, student support duties, and instruction – or just instruction? We understand that we are required to provide adequate (20%) protected preparation time. Where in the grant do we indicate preparation time?

Updated April 4, 2018

A – The class schedule does not include preparation hours, only actual instructional hours. Staff hours are entered in the Salary section of the budget. Applicants must determine how best to enter information to reflect proposed activities. All budget sections include a text box in which applicants may provide an explanation of expenditures.

Q – For the supplemental distance learning, are we limited to the two listed in policy statement D.130 - Reading Horizons or Win learning? Or are there other options?

A – There are eight curricula listed in Policy D.130. Programs may only report hours for those.

Q – The 2018-19 Distance Learning policy lists approved curricula for the required supplemental computer-based distance learning. All but one of these products costs money. Should we be budgeting for this?

A – Yes.

Q – Is it too early to “complete step” on 064 budgets? I have entered all my information and put NA in optional fields I did not use, but I’m getting this error message. Also, I tried to enter FATD information, but save was not clickable.

A – The issue causing the error message has been resolved. Applicants should be able to click “complete step” on the 064 budgets now. Applicants do not complete the FAAT form during the initial phase of the grant competition. Only successful applicants that are awarded funds complete the form. That will happen during the grant contract approval process that happens after grants are reviewed and scored, and awardees are notified.

Q – I am having issues accessing the grant application 064. It indicated that the application is in Development stage when I click and try to enter it brings up a screen to Data Entry when I click it tells me that this page is unavailable. I cannot access to complete entering data into the grant application. I have tried going out of the application and using various web browsers, but I continue to get this error message.

Q – The eGrants site seems to not be accessible for the 064 grant. In the phase, instead of released it says Development. Is this just something with my logon or is there something down with the system? If it is the system, is there an anticipated date when it will be available again?

A – The issue was resolved Thursday morning around 10:00 A.M. Applicants should be able to access the Adult Basic Education Direct Service 064 grants again.

Q – Should we enter the required supplemental computer-based distance learning opportunities in the Program Sites and Class Schedule? If so, how should we indicate the Class Location, Subject Matter, Type of Class, # Sessions per Year, # Weeks per Session, etc.

Q – Does required supplemental distance learning as outlined in policy D.130 need to be included in the "Supplemental Class Schedule" section of the grant application?

A – No. Applicants should not include supplemental computer-based distance learning opportunities in the Program Sites and Class Schedule or the Supplemental Class Schedule.

Q – Under the Agency Information section of the application agencies have to complete the staff information table. The instructions are to include volunteers, classroom aides and tutors if applicable. Is it acceptable to just enter the information this way:

classroom aid, instructional support, volunteer, 100%, Bachelor's degree

Tutor, instruction, volunteer, 100%, Bachelor's degree

I wouldn't think you want actual names of individuals because we do not know for sure how many tutors/aids we will have next year or their names.

Q – On the "Staff" page, do I need to have a unique entry for each staff member. For instance, if I am hiring 5 ABE teachers, do I need to have the position of ABE teacher listed 5 times?

Q – For the staff chart, should we have 1 entry for each staff person listed on the salaries section of the grant? Or if we have multiple people doing the same role at 100% funded on 064 can they just be listed once?

A – The staff section does not require applicants to enter each staff member separately. It is a list of positions.

Q – I see in FAQs that an agency not funded for \$200,000 should enter a consortium with another agency. The [agency] is about \$2400 short of the \$200,000. My question is this: Should we write the 064 ABE grant as a stand-alone agency serving only our county (as we have in the past), consider writing to serve for another county nearby or enter into a sub contract with another agency? Please offer guidance for our unique situation.

A – Your interpretation of the answers to FAQs is not correct. The division is not saying that any applicant must be part of a consortium. No agencies are currently “funded” for any amount. The Division of Adult Education has allocated funds to counties and local workforce areas, not to agencies. The division has established minimum grant amounts of \$125,000 for the federal state adult education 064 sub grant and \$75,000 for the state adult education 064 sub grant. Applicants must determine how best to meet those requirements. The division will not make recommendations to applicants on how to apply.

Q – We see the ‘Agency Information’ window on the grant application web page but I cannot find any documentation that indicates what’s needed for us to fill out. Do you have such a document you can provide or give some direction on this section of the web page?

A – The required information for each section under the Narrative and Agency Information is accessed by clicking on the title of the section. Applicants should also review the Help Buttons by clicking on the blue circle with a question mark next to each question. To see the Help Button circle, you will likely need to scroll to the right of the screen.

Q – In the RFA question 3 under instruction lists there are 3,000 units allowed and in egrants it indicates 2,000 units. Does the answer need to be 2,000 or 3,000 units.

A – The number provided is a maximum number of characters not a required length of the answer. In both the grant content document on the webpage and in eGrants, the maximum number of characters for question 3 under Instruction is 2,000. It is unclear which document you are referring to when you say the “RFA” lists 3,000 units.

Q – Regarding Alignment with Workforce 6 “Describe any other ways that the applicant’s proposed activities align with the local plan,” with Help Button content “The answer must not duplicate any information provided in the answers to 1-6. It must draw direct connections between the agency’s proposed activities and specific content in the local plan.”

This agency provides a work-readiness/ soft skills program which is funded locally. We also provide math remediation for a local business, again not grant-funded. These are clearly supportive of goals in the local plan - is it appropriate to refer to proposed activities which are not going to be funded by this grant?

A – The answer should address the activities proposed in the grant application not activities funded with other funding sources.

Q – In the State 064 funds the local workforce allocation amount for our County is \$257,302. Can an agency apply for the full amount? Also, if the agency is applying for the additional tutoring funds is that amount included in the \$257,302 or is it in addition to? For instance, an agency applies for the full \$257,302 and then applies for 72,000 in additional tutoring funds is this allowed?

A – Applicants may apply for any amount between the minimum amount up to the maximum amount available for the proposed service area. Optional Tutoring Program funds are in addition to the amount allocated to workforce areas and counties through the funding formula. The applicant must complete the Optional Tutoring Program sub grant to request the additional funds.

Q – Where can I find the online manual for using egrants? It doesn't seem to be located where I have found it in the past. I want to make sure I successfully submit our application and would like the instructions for that.

A – There is not a manual specific to completing competitive grants. For the Adult Basic Education Direct Service grant, applicants must click the Complete Step button for each of the sub grants first and then click the Complete Step button for the main grant. The Status of the

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grant will be “In Process” and the Workflow Step will be “Submitted for Peer Review.” Applicants can then click on the link Routing / Workflow under Administrative Functions on the Grant Application Detail page. Then, select the Workflow tab, which will show the date and time the grant was completed.

Q – [Agency] would like to apply for the following grants: Federal Adult Ed Grant (064) Optional Tutoring Grant.

A – Add the Optional Tutoring Program sub grant to the Adult Basic Education Direct Service grant your agency has already created.

Q – We have three technical questions as we have our content built and are now ready to put our content in the eGrant tool:

We do not see anywhere to place a state and federal budget in eGrant. Can you help show us where it goes?

Does the DOE have any sample layout for the budget or is it contained in eGrant? If it is in eGrant, how do we access it?

There’s no place I was able to find any detail about the ‘sub-grant’ section of the application. Is there any training content you can share with us that provides us some direction on the workflow of the sub-grant section and what actually goes in the sub-grant section?

A – All of these questions have already been addressed in these FAQs or in other documents available on the Division of Adult Education Grant Competition webpage and the eGrants system.

Integrated English Literacy and Civics Education Program Grant Questions

Q – How does the \$1.5 million total federal funding in 2018 compare to the total federal funding in 2017 and 2016?

A – It is the same.

Q – On page 5 of the RGA, it states that applicants are “strongly encouraged to refer to *Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the WIOA) – Final Rule.*” Where can we find this document?

A – The document is available online in the Federal Register. Also, the hyperlink is in the Adult Basic Education Direct Service 064 RGA.

Q – Are all enrolled students for the 061 grant considered part of the 50% required outcome in the IET cohort? For example, 80 enrolled in EL/Civics, 30 go into the IET, 15 complete IET?

Q – In the grant, IET enrollment is listed as a subset of the total Section 243 population to be enrolled. Is the 50% of students that need to complete the IET component performance requirement based on the total IELCE enrollment or on the subset population to be enrolled in the IET?

A – The requirement is that 50 percent of enrolled students complete the IET during the two-year grant cycle. So, in this example: 80 enrolled, 40 complete the IET.

Q – Can the 061 grant provide workforce certification/credentialing programs to students who are native speakers of English?

A – No.

Q – Does 061 Grant fund the costs for the WORKFORCE TRAINER program as well as the costs for the Integrated English Literacy and Civics training costs?

A – Applicants are strongly encouraged to cover the costs of the occupational training portion of the integrated education and training activity with other funding sources available to the program or to the students. However, the costs of providing the occupational training portion of the IET may be paid from the grant, if necessary. All successful applicants must use 061 grant funds to provide year-round integrated English literacy and civics education activities and to provide the adult basic education and workforce preparation components of the IET.

Q – Is the one page graphic organizer for the 061 grant due at the time of application submission? If so, is there a template?

A – Only successful applicants need to submit the one-page graphic organizer. “Successful applicant” means an applicant whose grant proposal was reviewed and selected for award. The division will provide a template to successful applicants when they are notified of the award.

Q – For 061 IELCE, the program funding requests section just states “programs should apply for those funds necessary to meet the grant requirements and provide the proposed services to the number of students they can serve based on need and interest in the service area.” Is there a dollar range per student that we should anticipate using for budgeting purposes? The 064 grant states not to exceed \$1,750.00 per student. Is this the same for 061, or is there a different cap?

A – The guidance in the RGA, as cited in the question, is the only guidance the division is providing regarding IELCE 061 grant funding requests.

Q – In the 061 grant, are Volunteer Classroom Aids required and if so does a staff member need to be designated as the coordinator for those classroom aids?

Q – Are volunteer classroom aides required as part of the IELCE grant?

A – No. The division recommends that the applicant review the Integrated English Literacy and Civics Education Program RGA and refer to Appendix B of the Adult Education and Family Literacy Guidelines for Program Year 2018-19 for all of the 061 grant requirements, including those related to the required integrated education and training component of the program.

Q – [We] created a Grant Application for the Integrated English Literacy and Civics Education 061 grant. In designing the program, we decided to include subcontract with an agency that will work hand in hand with Temple staff to provide the IELEC services. Is it okay to just include the agency as a subcontract on our application, OR should a consortium grant application have been created instead? If it is required, is there a way of changing the application that has been set up to a Consortium application.

A – Do not use “Consortium Grant Applications,” which are for a specific type of grant through Division of Federal Programs and should not be used for Division of Adult Education grants. Include the agency as a sub grantee/subcontractor. Refer to the Subcontractor/Subgrantee Questions section above.

Q – Under the Agency Activity Summary, the ‘cost per student IELCE activity only’ is calculating incorrectly. Our grant is to serve 72 students for \$101,500. This would be at a cost per student of \$1409,72. The calculation is double the amount to \$2819.44 , Could this be fixed please.

A – This has been fixed. However, in order for the “cost per student IELCE activity only” amount to be accurate, applicants must enter a dollar amount in the “# IET participants (subset)” column that reflects the portion of the total requested grant amount that will be used to cover the costs of the IET activity.

Statewide Distance Learning Project Grant Questions

No questions to date.

Federal State Leadership Distance Education Technical Assistance Grant Questions

Q – Under "other", in the drop menu, there were no "441 rent" and "442 equipment rental lease rental of hardware related to technology.

A – Object Code 441 has been added to the dropdown menu under “Other.” Federal state leadership projects may not use funds to lease or rent equipment.

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