Aspire
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FY 2022 Competitive Grants FAQs

FINAL FAQ

March 11, 2021

The following three questions are similar and addressed in one response.

Q: For those of us that have Desk Reviews, is the data in the desk reviews sufficient for the past performance table to show MSG? Since I am listing TABE, TABE CLAS-E, BEST Plus and GED tests as the assessments, do I need to upload charts showing student gains (minus identifiable information) for each assessment?

Q: I am still confused by the past effectiveness document upload. What exactly are we uploading? Is this from our Desk review? Should I be uploading pages from my reviews? Or a copy of a TABE 11/12 with the name redacted? I'm sorry, this part really has me stressed and confused. I don't want to upload the wrong thing.

Q: I am still unclear as to what documentation should be uploaded for section 3.6 Past Effectiveness. Can you please provide an example of what a current Aspire Program might upload? Would this be ABLELink data that includes the fields for tracking assessment?

A: For current grantees, one way to show evidence of administering standardized assessments is by uploading page 4 of the Desk Review. New applicants, please provide your local data showing which standardized assessments were used to determine student academic gains.

Assessment Information

Standardized Assessments					
Counts	**TABE**	**BEST**	**CASAS**	**T CLAS-E**	**Total**
Initial	221			51	**272**
+ 1 progress test	204			64	**268**
+ 2 progress tests	44			14	**58**
+ 3 progress tests	11				**11**
+ 4+ progress tests	2				**2**
Total	**482**	**0**	**0**	**129**	**611**

Assessment and Student Achievement	
Students pre and posttested (MPL=65%)	55%
MSG rate (state target=63%)	44%
HSE -> postsecondary education (state target = 13%)	0%

Tracking Subjects (ABE/ASE)	
Provisional	**1**
Manual	1
TABE 11/12 Language	**139**
Automatic	121
Manual	18
TABE 11/12 Mathematics	**246**
Automatic	216
Manual	30
TABE 11/12 Reading	**97**
Automatic	74
Manual	23
TABE Language	**1**
Automatic	1
Total	**484**

Tracking Subjects (ESOL)	
TABE CLAS-E Reading	**46**
Automatic	37
Manual	9
TABE CLAS-E Reading/Writing	**4**
Manual	4
TABE CLAS-E Speaking/Listening	**30**
Automatic	22
Manual	8
TABE CLAS-E Writing	**49**
Automatic	29
Manual	20
Total	**129**

Q: We implemented a highly successful IET the other year in sewing (manufacturing) and stamping. This leads many students to jobs in the tailoring and stamping industry. It requires math skills as well as many soft skills like working together and team problem-solving. We offered a portfolio of the student's work to take to prospective employers. It does not have any credentials that we can find. Will the portfolio substitute for a credential?

A: IETs must be part of a career pathway that helps individuals obtain employment. Credentials are often the end result of completing an IET, but credentials and certificates are not the only outcome. If completing the IET leads to a specific job with an employer partnership, that also fits the definition of an IET. In the scenario you described, you would list “none” for credentials or certificates earned and “yes” to the question, “Will and employer interview students upon completion of this IET?”

List all certficates or credentials that will be earned	
Will an employer interview the students upon completion of this IET?	Yes

Q: What is the process for deleting a partner in the Partnerships Chart. After clicking on the partner name to edit the information, a drop-down button says, "Delete this partner?" is available; however, once yes is selected, I am unable to delete the information.

A: Be sure to click “Save and return to list.” The Partner will be deleted.

Q: Will the State office be purchasing TABE 11 12 online seats to distribute to local programs next year?

A: No, all software and assessments will be purchased out of your local budget.

Q: If you changed your mind after starting the application and would like to also apply for 243 funds, how would you go about doing that?

A: Check the IELCE box in General information and that should allow you to apply for 243 funds.

Q: Will we need MOU's for each agency listed in the Partners list submitted to the grant, specifically those with whom we do not have a fiscal agreement?

A: You will need an MOU for each partner agency with whom you have a financial agreement. Those will be submitted after the grant award is made. MOUs with each partner, even those without financial agreements, are good practice to solidify obligations between agencies but are not required.

Q: For the partnership chart, is this just people who we do formal MOU with or is this anyone that we refer students or offer services for our students as well? Example: I have a partnership with a group call PCN, we just refer students to each other. They offer utility assistance, rides, gas cards, NA/AA classes, etc. We don't have a formal MOU; we just share resources to help students. Is this a partnership?

A: Yes, you should list all partner agencies, even those without a financial agreement. The scenario you provided is an agency that should be listed on the Partnership Chart because the partner agency provides support, although not financial, to your Aspire program.

Q: Should we list each DE option we offer such as GED Academy, Burlington English, virtual, etc., or is it synchronous and asynchronous?

A: A recommendation would be to list separate software according to the classes entered into ABLELink (current funded programs) and for new applicants to list according to how classes are reported within the data management system.

For example, Burlington English. Then add a new line for each additional software-based program. A recommendation would be to list virtual live classes (which is the synchronous learning option) on one line. If you have 10 virtual classes, it would not be necessary to have 10 separate lines. Instead, include all participants of the virtual class offerings on one line. Then if the program offered asynchronous DE, have another line for that. Refer back to the FAQ document from March 5th that states that each student is counted only once for Distance Education. If that student participated in 2 DE options, the student is reported only once on the table.

Q: On the DE tables from ABLELink, students that had more hours in the physical class than they had in the DE class are included, but the physical class is listed as the class and not what DE program they used. Do we need to look up these students to see what DE option they used such as Rosetta Stone, GED Academy, virtual class, etc. and report them that way?

A: This chart is not for federal reporting. The 50% or greater federal classification does not apply. If the student participated in DE and received hours, then those should be in ABLELink and those students should be included in the table. A student can be in more than 2 DE classes. If a student attended more than 2 classes, the program should sort by classes to see where the most hours were earned. For example. If a student participated in a virtual class and software, and we know that the table is not a duplicate count, then the applicant should report the student into the correct category where the student earned the most hours, since the student should be counted once. If the student attended an in-person class (not virtual) and participated in DE, then the program should sort out the secondary class and be sure to include the student in the DE table.

Q: In Section 10, please describe in more detail the depth of "coordination with other community resources" that you are looking for. How are "strong links" determined or defined? Is it up to us to convince the reader of the strength of our coordination with other entities? Does our presence within a facility represent a strong link even if there is no financial agreement? Does a shared mission constitute a depth of coordination?

A: The actual legislation language you reference is vague but the specific questions under that - 10.1, 10.2, 10.3, - tell you specifically what the reader is looking for in Section 10.

The following three questions were minor glitches that have been fixed.

Q: On page one of the application, how is the response to "Partner(s) with Financial MOUs or Purchase Service Contracts" generated? I don't see any place to enter the information. I have entered information on the "Partnerships Chart", but the corresponding space on page one of the application is blank.

Q: For Consideration 7.3, when I print the entire grant, the number of students in the 2019-2020 column is omitted on the Distance Education Chart, but when I print just the Distance Education Chart as a separate sheet, everything shows up. Suggestions on how to remedy would be a great help.

Q: The error check for staffing says that "Errors are highlighted in yellow for staff with greater than 1.0 FTE, staff with 0 FTE and funds allocated or staff with FTE without funds allocated". I have a highlighted cell showing, but I don't see any of the exceptions listed (I have 1.0 FTE with funds allocated under salary). Any guidance here would be appreciated.

Q: Previously in the year, outside of the competitive grant window, In the budget narrative, we had been told to put “routine mileage” expenses in “Purchased Services” category. But the “purchased services” category line only exists in PD (of which routine mileage would not be) or in the support services/instructional/Gov/Admin lines which, if put there, then yields an error in the “review and error checking” screen under “staff table versus budget” because that amount is not matched to a staff member’s salary. Should we just ignore the yellow box and submit it with that error? Perhaps should we put “routine mileage” in “Transportation” since that object code is also 400?

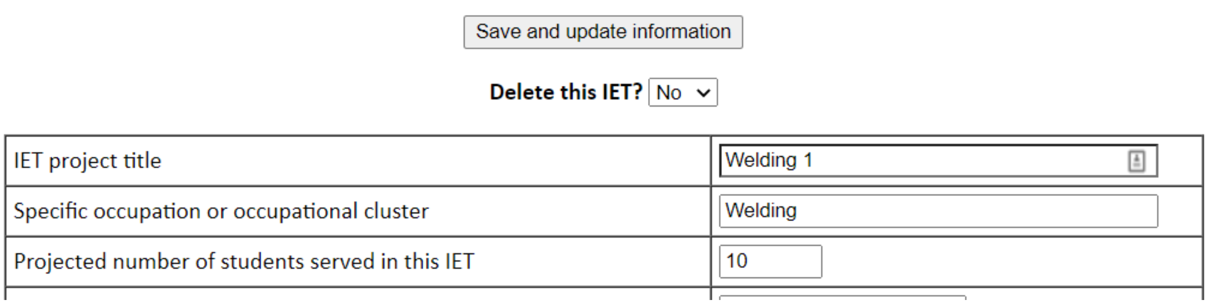
A: Provided that the error/review is due to non-personnel costs, the yellow highlight can be ignored.

March 5, 2021

The time period for submitting grant questions has been extended. Please have all questions submitted by Thursday 5:00 PM, March 11, as the final FAQs will be posted on March 12.

Q: I need to delete the IET classes from the section titled: ***ABE/ASE and ESOL+Civics Education.*** How do I delete this information?

A: We added a Delete option for each IET.



Q: We have several staff that are not paid at all out of Aspire, yet support the program, me included. As I read the staffing chart, they would not be included but the most recent FAQ seems to indicate that “A. The time, or FTE, should reflect the total hours a staff member works in Aspire, even if paid from other sources”. If I list them in either Instructional, support or administrative they will show up on the staffing table. In the past we had an “other” category for staffing costs. It isn’t a purchased service, so this doesn’t seem to work.

A: Please follow the February 26 FAQ directions regarding how to report staff time on the Staffing chart, even if Aspire staff are paid from sources other than the grant. This Staffing chart does not have the option to report salaries paid from other sources; the amount you will report is $0 if paid from other sources.

Q: I’m collaborating with a manufacturing company to create a Manufacturing IET Class that is a 12-week course on critical thinking/decision making, money management (taxes/retirement), time management, work vocabulary, basic math skills, learning on-the-job skills, collaborate on curriculum, and more. This class would result in retained employment, possible lateral move (relating to math skills), and OSHA 10 certification. The reading level of a student would have to be sufficient to be successful in this class. Currently, there is already an ESOL Workplace Literacy Class at this company. Where would I plan for this IET class in the grant? Would there be funding at a later date?

A: The scenario provided is not clear and could result in a misunderstanding for the response. We are making an assumption that the “collaboration” with the employer and reference to “retained employment” means that this class is intended to be a Workplace Education site, defined as a class held at the workplace to increase the productivity of the employees. If that is so, please mark the class as a Workplace Education site and answer the questions in the application pertaining to Workplace Ed.

In regard to this class being an IET, based on the description of the curriculum, OSHA 10, like CPR, is not a strong enough credential on its own to count for occupational training, and this example would not be an IET. Potentially, one could add additional certification(s) such as OSHA 30 and Forklift, as an example to strengthen this IET. We would recommend visiting the [Industry Recognized Credentials] website, and then scroll to “Where can I find a full list of the industry-recognized credentials?”, and open the Excel document. The recommendation is that the point value of the credential should be at a minimum of a 3 or combined to create a 3 to strengthen the intensity and value of the credential attainted through completion of an IET.

An IET can lead to credential attainment or employment. For example, if the employer is hiring for a specific position within the company and is interviewing individuals for the position from the students who completed the IET cohort for new employment, this could also work as an IET. The company would be saying that the credential attained is strong enough that they would be willing to interview and potentially hire from within the cohort.

Please refer to the IET Checklist for details. If your IET meets the criteria required, it would be added in the Add and update IETs section of the application.

Never assume there will be additional funding available at a later date.

Q: In a consortium application, can past performance data from one of the consortium partners, that is not the lead entity, be used to determine program eligibility?

A: No. each member of the consortium must be an eligible provider of demonstrated effectiveness. Page 8 in the Grant Guidance: *In the case of applicants applying as a consortium, demonstrated effectiveness data from each member of the consortium is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the consortium application to be forwarded for review, scoring and consideration for funding.*

The following two questions are similar and addressed in one response.

Q: We have almost completed the Appendix D: Past Performance Data Tables and Scoring Chart. We need a little clarification on the very last question on the page numbered 57. It is the very last question in bold print that states: What tracking documentation and standardized assessment(s) are you providing as evidence for past effectiveness? We are wondering exactly what "tracking documentation" the question is referring to? But then it asks what standardized assessment(s) we are using as evidence for past effectiveness? I'm not sure if that means our program's past effectiveness, or student's past effectiveness?

Q: The Past Performance Table has an "upload documentation" button below the box the asks what assessments are used. Please explain that, what are we supposed to upload?

A: Please upload the evidence, or tracking documentation, that shows what standardized assessments were used to determine student academic gains via a pre and posttest. Do not include any student identifiable information. The Past Effectiveness table is only data about student performance, not program performance.

Q: Because the Past Performance Table is asking for UNDUPLICATED numbers, those of us with desk reviews would need to take the TOTAL number of enrolled students who achieved an MSG and then SUBTRACT the number of students who transitioned to post-secondary, and then SUBTRACT the number of students who achieved an MSG to get the number of students to put in the "Educational Functioning Level (EFL) completion measured on pre-and post-test." Is that correct?

A: The question said "MSG" but I think the highlighted is supposed to be HSE (High School Equivalence)/secondary credential.

For current grantees using the Option 1 table, use the data at the top of page 3 on the Desk Review.

Measurable skill gain enrolled students	MSG pre/post		MSG HSE		MSG PSET		Remaining without MSG		Exited before MSG	

For new applicants using the Option 2 table, use your local data to determine which students achieved an MSG via pre and posttest gains, obtained an HSE/secondary credential, or enrolled in postsecondary education/training.

Q: Please clarify the statements made on page 5 in the grant guidance that states: When considering a reasonable allocation for 231 funds, the cost per student should not exceed $800. If services include Integrated Education and Training, the cost per student may be higher than the $800 threshold. Does this mean we are not held to the $800 threshold if we offer an IET under the 231 **or** the 243 funds?

A: Correct. Providing the additional component that an IET requires, the occupational training piece, may increase the cost of the service; therefore, offering IETs may increase the cost/student. From the Scoring Rubric:

The cost per student is less than or equal to $800 (does not include IETs). 231 IETs may increase the cost per student, which is allowable as long as it is reasonable.

The following two questions are similar and addressed in one response.

Q: For the Distance Education Chart, how do you differentiate between a student who participated in a virtual CLASS AND utilized DE Software? The tables don't list multiple options.

Q: For the distance education table, are virtual classes to be included? How do we enter student numbers if the students participated in virtual classes and distance ed classes such as GED Academy or Rosetta Stone? For instance, if a student has more hours in a virtual class than a distance ed program, the ABLELink report is showing the virtual class and not what DE program the student worked in.

A: These are not duplicate counts. A student might participate in two types of DE activities. For example, a virtual synchronous class and software curricula such as Burlington English or

Edmentum. The student is not counted for each option he/she participates. Just as if a student attended two in-person classes, the student is only counted once. Report the numbers according to the type of distance education where the student earned the most hours.

February 26, 2021

Q: In a Distance Education (DE) grant question on February 19, you referenced the data in the data management system: Report menu->Special populations>Distance education students. It seems this report calculates all participants and reportable individuals, as well as anyone who has any distance learning hours, even if the attendance falls below the 50% threshold for DE attendance hour federal reporting. The distance learning policy states: "At the end of the fiscal year, based on the number of attendance hours in the DE class and the traditional class, the student will be classified, for federal reporting, as either a traditional student or a DE student (if more than 50% of the hours are DE)." Do we use the numbers from the report or the policy definition of a distance learning student when reporting these distance learning numbers?

A: The data in the Distance Education chart is referencing students who partake in <u>any</u> adult education or Aspire distance learning, not referring to the narrow NRS definition for federal reporting (>50% DE time). From the Distance Education Policy: *The priority for programs is not how the students are classified for federal reporting; more importantly, the priority for programs is to provide the DE opportunity for all students in order to increase student access to instruction and successful completion of goals.* For current grantees, use the total number of students, participants and reportable individuals, who are in the data management system: Report menu->Special populations>Distance education students. New applicants will use their local data reports.

Q: For the demonstrated effectiveness question, (low levels of literacy of reading, writing, mathematics, etc), we have data specific to our 1st-year students who, upon admittance to our programs, tested below college-level readiness. We enroll them in the supplemental instruction (remedial) class to help them reach the educational learning level required for 1st-year learners. The data we have is from those initial tests as well as the outcomes.

What testing data did new applicants submit when applying for this grant in the last competitive cycle 3 years ago? Are ACT/SAT tests allowable as evidence?

A: This is the first grant that we have required evidence, such as tracking documentation and standardized tests, to back up the reported performance data. ACT/SAT tests are allowable evidence.

Q: I understand the basis for a 40-hour FTE. That being said, our institution views 37.5 hours as FTE. Is this going to throw off the reporting tables as no one will be full-time?

A: Your question makes the point that many institutions and agencies have different definitions for a "full-time" employee. For us to standardize FTE for the purpose of grant reporting as 40 hours/week or 2080 hours/year, it doesn't help, hurt, or "throw off" the staffing chart as far as scoring. It just helps standardize the data, so readers have an apples to apples comparison.

Q: Should the FTE number reflect the total hours a staff member works in Aspire, no matter the funding source?

A: The time, or FTE, should reflect the total hours a staff member works in Aspire, even if paid from other sources.

In this example, Joe Jones, the administrator works 40 hours per week, 52 weeks a year in Aspire, yet he is paid from multiple sources. The school pays his Aspire administrative time of $40,000 a year and the grant pays his teaching time of $5,000 per year. Only the dollar amount for Joe's time paid from the Aspire grant is reported on the Staffing page. The amount paid from other sources is reported as $0.

The Staffing chart helps the state office see (1) how much time staff are contributing to the grant in various roles, and (2) the amount of funds projected to be spent on staff paid from the grant.

First name	Joe	**Last name**	Jones	**Job title**	Aspire Coordinator
Educational level	Master's	**Credentials**	M.ED	**Years in adult ed**	7

	Instructional			**Support services**			**Administrative**		
Grant type	FTE	Salary	Purchased service	FTE	Salary	Purchased service	FTE	Salary	Purchased service
ABE/ASE/ESOL+Civics	.2	$ 5,000	$	0.00	$	$	.8	$ 0	$
Corrections	0.00	$	$	0.00	$	$	0.00	$	$
IELCE	0.00	$	$	0.00	$	$	0.00	$	$

Q: I do not have a place in the grant regarding IELCE 243 funds. Please add this to the grant application so I can complete it.

A: In the General Information section of the application, you must choose which services you are applying for by clicking the options in the Funding Requested cell. That will bring up questions and budgets specific to those services. (continued below)

GENERAL INFORMATION

The applicant designated below hereby applies for a grant to provide a basic educational instructional program for adults under the authority of the Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act as amended and in accordance with the Ohio Department of Higher Education.

Notes: The total amount requested is automatically calculated when the budget narratives are completed.

Save and update information

Applicant/Institution name				
Funding requested	☐ **ABE/ASE**	☐ **ESOL + Civics Education**	☐ **Corrections Education**	☐ **IELCE**
Total from budget narrative	***$0***		***$0***	***$0***

Refer to page 14 in the Grant Guidance:

After establishing eligibility and once logged into the online grant portal, the General Information: Applicant Information page will be the first to be completed. An applicant will select all types of funding being requested. See the check boxes in the Funding Requested section. The budget for IELCE (243) funds will be available in the Budgets and Funding Specific Questions section. Each IET budget will total in the greater 243 budget in this section.

February 19, 2021

Q: In the guidance, an eligible individual is defined as: ...*a learner who is 16 years of age, not enrolled or required to be enrolled in secondary school under state law; and who is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.*

The population of individuals with whom I work are adults with intellectual and developmental disabilities. While a percentage of these individuals graduate from high school with a standard diploma, others exit high school with an equivalent degree, often despite insufficient literacy skills. Does this equivalent diploma make these individuals ineligible?

A: Eligible individuals certainly can possess a high school diploma/equivalent and still qualify for Aspire services, if their academic skills are not at secondary education completion as evidenced on a standardized academic test.

Q: Where can we find the Distance Education Chart?

A: Consideration 7.3

Q: Where can we find the Partnership Chart?

A: Consideration 10.1

Q: I have a question on the administrative cost limit. The RFP states that administrative costs are limited to 5% and lists what is considered administrative costs. There is also a statement in the RFP that indirect costs are limited to 8% for IHEs. In the webinar it lists indirect costs under the definition of administrative costs. Can you please confirm that as an IHE we can include 5% administrative costs in our direct costs and an additional 8% for indirect costs?

A: Yes, indirect cost is included in the administrative cost. Please read the directions at the bottom of page 34 of the Grant Guidance, *Local Administrative Cost Limits*, for how to negotiate for a higher cost. The negotiation would need to be done after the application is started and before the application is submitted.

Q: In offering an IET, where would I put the salary for the Occupational Skills Training person training the manufacturing part from the company (a manager/trainer from that company)? How is this dispersed to that person or company? Is it a lump sum? Hourly? Do they get paid what our teacher's get paid?

A: Most often a person hired for a specific task, like an occupational skills trainer, is a purchase service contract. All staffing contracts and pay would be a discussion with your agency treasurer/CFO.

Q: I understand that we have to be realistic on our FY22 student number. Would something like the following be suggested? FY19 500 students; FY22 400 students (or less)?

A: Use your past and current data to determine a realistic enrollment projection.

Q: Where do we find our Distance Education numbers for past years? There is not any data on our desk review. I want to be as accurate as possible.

A: For current grantees, the data is in the data management system, Report menu -> Special populations -> Distance education students. New applicants will use their local data reports.

Q: What are our choices for types of distance education offered in the 7.3 Distance education chart?

A: Complete the chart using the definition of Distance Education in the Grant Guidance Appendix B as your reference. Also refer to the Distance Education Policy on the ODHE Aspire Reference webpage.

Distance Education as defined by the NRS is formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Most distance education, also called distance learning, occurs as a blended approach to instruction for Aspire students; they receive both distance and traditional classroom education during the program year in order to increase access to instruction.

Q: For the "Past Effectiveness Chart - Option 1", are you wanting percentages, or number of students for MSGs and Employment?

A: The Past Effectiveness Charts- Options 1 and 2, require numbers of students, not percentages.

Q: My university would like to begin a new program for a local immigrant population. We have been providing ESL instruction for more than fifty years, so we have a great deal of data on how our students have moved from ESL instruction into academic instruction. However, our students come to us with a high school degree already, and since our students are internationals, they return to their countries to obtain work. While we would be more than qualified to provide excellent instruction with a new population, the requirements of the eligibility form prohibit us from moving forward. Could you please advise?

A: The legislation requires that "*an eligible provider must establish that it has demonstrated effectiveness through performance data on its record of* *improving the skills of eligible individuals,* *particularly those who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds."*

"An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. (34 CFR §463.24)"

That is the purpose of the Applicant Eligibility Screening. If your agency meets the screening requirements, proceed to the application.

Q: I want to verify that Aspire will no longer provide Burlington English and Plato or any other DE seats for the local programs. We will be responsible to budget for Plato, Burlington, etc.

A: All grantees will be required to purchase software for students from their local budget. There are also plenty of free options listed in the Distance Education Policy, Approved List of Distance Education Curriculum.

Q: I need some guidance on the FTE under staffing. Do we calculate FTE differently based on the length of the class? Would 8 hours of teaching over 10 weeks and 8 hours of teaching over 48 weeks both be calculated as 0.2 FTE? The notes on the Staffing page state to enter one record per person. What if their hours fluctuate throughout the year? Would their FTE be an average for the year?

A: Reporting FTE's helps with consistency since so many Aspire staff work fluctuating hours. To calculate, take the total number of hours worked in a year and divide it by the total number of possible hours to be worked in a year. That will give you the FTE. It's a total for the whole year, that's the consistency.

Q: If staff are paid from multiple funding sources, are we to enter only Aspire funds on the staffing chart?

A: Yes, only report what they are paid from Aspire funds.

February 12, 2021

Q: Does the data for the bottom of the **Past Performance Data Tables and Scoring Chart** (pg. 54) and **Demonstrated Effectiveness (Employment**) (pg. 56) come from prior desk reviews or previous data matches?

A: For applicants with previous NRS data, you can use desk reviews or data matches. For applicants without NRS data, use reports and data from your agency.

Q: Where can data on $2^{nd}/4^{th}$ quarter employment for prior FY's be obtained?

A: For applicants with NRS data, you can use employment data from prior desk reviews or data matches. For applicants without NRS data, use employment reports and data from your agency.

Q: On the staffing page there is a box labeled FTE. Is the Full Time Equivalency understood to be 40 hours? Our district does not use 40 hours as the number of hours to determine full time.

A: Please calculate off a 40-hour work week for consistency. There is a note at the top of each staff page in the application: **Notes:**
· Enter one record per person.
· Enter FTE (full-time equivalence) as a decimal. 1 FTE is equivalent to a 40-hour workweek, with 0.500 FTE equivalent to 20 hours/week.

For example, if your district has established 32 hours as an FTE, then you would calculate that as .8 FTE.

Q: Are we supposed to plan our projections like COVID is not an issue? Or should we plan our program and enrollment like it would have been pre-COVID?

A: You should plan for whatever is realistic. Things to consider include: how many classes will you be operating? Will classes be in-person and virtual or virtual only? It is hard to plan in this uncertain environment, but we ask that you look at the data pre-covid and during the pandemic and plan accordingly.

Q: On February 1, I downloaded and read through the Grant Guidance. On February 3, I completed the applicant eligibility verification process by answering three questions without knowing there had been an update to the Grant Guidance the day prior. Because of this, I unknowingly factored two of the questions in the Past Performance Data Tables incorrectly. Instead of using total enrollment as the denominator for HSE, I used the total number of testers as the denominator. For postsecondary, I used the state Past Performance chart, with the exception of FY20. I was approved and allowed to start the grant application, but now I am concerned, according to the new grant guidance, that incorrect information was provided. How can I amend the Past Performance Data Table for eligibility for those two questions?

A: There is no need to amend the demonstrated effectiveness section. You completed it before the denominators were clarified and the thresholds lowered. Amending it would still show demonstrated effectiveness, so there is no need to spend time on this screening section.

February 5, 2021

Q: In the Demonstrated Effectiveness chart for programs that have NRS data, I am not sure how to calculate the percentage for students who are enrolled in postsecondary education or training after program exit, and for percentage of students who received a secondary credential or its recognized equivalent. Do I include both ABE/ASE and ESOL students in the total enrollment? What is the minimum percent that must be met?

Can you please explain what/who factors into the denominator for secondary and post-secondary? We have the data for 2018 and 2019 from past statewide performance charts and desk reviews. However, in order to complete the Demonstrated Effectiveness Questions for 2020, we need an explanation.

A: The Grant Guidance and online application were updated on 2/2/2021. We lowered the threshold for eligible applicants to prove they have some experience, or demonstrated effectiveness, for providing adult education and literacy services. Clarification was also added that the calculations are based on the denominator being the total number of enrolled students for each year. See pages 54-56 of the Grant Guidance.

Q: Where do Zoom licenses and Distance Education seats belong in the budget?

A: Instruction/Purchased Service

Q: Demonstrated Effectiveness: Is the Aspire Desk Review sufficient for NRS performance data documentation?

A: Yes

Q: Regarding performance data, do you want the number of enrolled people tracked in the subject area or how many enrolled that achieved an MSG in the subject area?

A: On the Past Effectiveness performance charts for Consideration 3, the MSG/academic skill gain cells only require how many students with 12 or more hours achieved an MSG in any of the three sections - academic skill gains, postsecondary enrollment, or achieved secondary credential/equivalent. This is not a duplicative count. Students may only be counted in one MSG.

If you are referring to the Demonstrated Effectiveness chart, those are just counts of students with 12 or more hours that participated in any of those subject areas. Students may have participated in more than one subject area so this may be a duplicative count.

Q: Would the Aspire language tracked students go under the writing subject area?

A: Yes

Q: The English language acquisition is ESOL?

A: Yes