

1. **Does every class have to be eight hours a week? How does the availability of Distance Education factor into this calculation?**

No. The RFP states that “sites will provide no less than eight hours of instructional time per week.” This means the total instructional time per week at any site is no less than eight hours. Corrections sites may be exempt from this based on the agency class time limitations. Distance Education takes place outside of on-site class time therefore would not count toward the eight hours.

2. **Under Part I: Instructional Sites: "Programs should be closed for no more than...", as long as one of the site locations holds this practice, is the program covered?**

Yes. This requirement is fulfilled, if at least one site is open and available for instruction to provide year-round services for the students as described in the RFP.

3. **Does an applicant have to provide the full range of ABLE services in order to be eligible to apply, or can they only chose to do GED or ESOL?**

No. The RFP does not require that the provider have a full range of ABLE services, e.g. Basic Skills, GED® prep, ESOL, Workplace Literacy, Family Literacy, Transitions but these are encouraged based on local/regional needs

4. **Are ESOL services and EL/Civics services essentially one and the same for this grant purpose? Are all ESOL programs to provide EL/Civics programing?**

No. ESOL services such as learning to speak, write and read English are different than EL/Civics. For FY 2015, all programs with ESOL services will be required to provide an EL/Civics curriculum within these ESOL services, offering Civics Education.

5. **How do I apply for an EL/Civics grant? Do we add in EL/Civics dollars when we calculate cost per student?**

In FY 2015, there will be no separate EL/Civics grant application. There is a separate budget grid and narrative to be completed by all programs with ESOL classes within the overall ABLE Instructional Grant. EL/Civics monies are in addition to the Instructional Grant monies but the students served are duplicated within the ESOL enrollment. It has been determined that \$100 per student should be used as the guide for providing these additional services. These requested funds are in addition to the requested funds for the Instructional Grant and when added together equal the total request of the applicant

For example, if a program serves 75 ESOL students in FY 2015 under the ABLE Instructional grant, then the program has to offer these students embedded EL/Civics instruction. To complete the grant, the EL/Civics services need to be explained in Question 14A of the Plan (Part C). To complete the budget grid and budget narrative for EL/Civics, all 75 students are used in determining the budget ($75 \times 100 = 7500$) for EL/Civics. These students are also counted in the ABLE grant for ESOL services as well at the \$639 cost per student.

6. **While the Excel documents for the Plan's parts B and C specify a certain number of characters, including spaces, in each cell, it is possible to type in MORE than the number specified. Will points be deducted for going over the specified amount?**

Part C, **the Plan**, is to be completed in PDF where you will be prevented from entering anything over the specific number of characters. For Part B, **Need and Service Delivery**, the readers will be instructed to only take into account the first 1500 characters for rating purposes.

7. **In Part J: Demonstrated Effectiveness, it states to provide "statistical evidence" of demonstrated effectiveness over the last 3 years. What are you looking for?**

"Statistical evidence" is data that show the effectiveness of the program. This could mean ABLE Desk Review results or other ABLELink data for current grantees. For new applicants, this could mean how many students transitioned into postsecondary education/training and/or employment. It could also include how many students improved their literacy skills over time as documented through a formalized assessment(s).

8. **Who needs to sign the grant application? How does the superintendent sign the application?**

Only the superintendent or his/her representative needs to sign the Grant Addendum. This page can be signed or e-signed, scanned and sent as a separate attachment. When the grant is put into the CCIP system (Comprehensive Continuous Improvement Planning), the superintendent or his/her representative will need to approve the grant.

9. **How should the costs for the administrator and/or coordinator be budgeted?**

The costs for the administrator and/or coordinator need(s) to be broken out between administrative costs and support staff costs based on the function. The

ABLE administrator function is typically considered administrative in nature. The coordinator function is typically considered as a support staff. The budget should reflect these percentages by coding the percent of the salary costs associated to administrative duties as administrative costs and the percent of the salary costs associated to coordination/support service duties as support services.

For example, a coordinator makes \$18,000 and his/her time is divided:

- 60% of the time involves administrative duties such as grant writing, directly supervising staff, conducting staff meetings, etc.
- 40% of the time involves support services duties such as conducting orientation, meeting with students, answering inquiries from students.

10. **Even though WorkKeys will no longer be accepted, can I still refer to it when preparing students for admission to postsecondary education/training?**

Yes. WorkKeys can be used as a supplemental assessment to assist in preparing students for transition to postsecondary education/training; however, per OCTAE (the federal Office of Career, Technical and Adult Education) it cannot be used as a formal assessment for program placement and educational functioning level completion.

11. **Under Part J: Demonstrated Effectiveness: "The success should be related to instructing students and creating jobs". Please explain what the "creating jobs" part of this statement means.**

“Creating jobs” means programs should be preparing students with skills for employment as part of their larger set of services

12. **Is there a minimum number of students expected to be served by the program applicant?**

No. There is no minimum number of students that are expected to be served. Projected Enrollment should be based on an assessment of local/regional need.

13. **Are postsecondary programs defined? For example, if an ABE student transitions into a ServSAFE Certification Course and successfully earns this credential, is this counted as a postsecondary program?**

A postsecondary education is the provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs.

14. **Are programs required to offer corrections education services?**

No. Programs are not required to offer corrections education services. This should be based on an assessment of local/regional need.

15. **Why must Part C be done in Adobe Acrobat?**

Putting Part C: the Plan in a PDF allows for character limits, whereas the Excel document does not.

16. **When will I see the grant in CCIP?**

In June after notification of awards, the grantee will put the information into CCIP for fiscal management.

17. **How does one become a grant reader?**

OBR will determine the number and names of the reviewers for the applications once the deadline has occurred.

Added 4-4-2014

18. **We used EL/Civics funds in the past to pay for our English Healthcare Pathways class. For the FY15 grant, do we calculate the cost of it as \$100/per student? Or do I put it in under ABLE Instructional as an ESOL class?**

Civics education is integrated into all ESOL classes so you can pay for the English Healthcare Pathways class from the Instructional or EL/Civics funds.

19. **The RFP states that “sites will provide no less than eight hours of instructional time per week.” Can there be exceptions, i.e. a citizenship class that is only open on Saturdays?**

Yes. There can be exemptions approved on a case-by-case basis.

20. **Part C: Plan - Question 3 - Last sentence - Are the managed classes held at least six hours a week? My question - I thought they had to be eight hours at every site. Why would managed be different?**

Each site is to be open for at least eight hours of instructional time per week. This could accommodate more than one class but the managed enrollment class should have at least six hours a week of instruction. If the managed enrollment

class is the only class at a site than yes, it would need to be eight hours of instructional time.

21. **Are we to formalize our partners with financial MOU's or purchase service contracts before the grant is approved, or are we to cite the partners that we have financial MOU's and purchased service contracts with for FY 2014 since we anticipate that these will be renewed for FY 2015?**

Applicants should identify their partners for FY 2015 on the cover page of the grant addendum. The MOUs are due to the ABLE office after approval of the grant.

22. **How can we use FY 2014 data when we do not have the data as we usually do at this time?**

According to the timeline for ABLELink updates, the FY 2014 data should be available after April 7th. Please use alternative data as necessary and available.

23. **In Part J, it asks for demonstrated effectiveness for the past 3 years. Are the past three years FY 2011, FY 2012, and FY 2013, or do we include FY 2014 even though the grant year has not been completed?**

The past three years would include FY 2013, FY 2012, and FY 2011.

24. **Where can I find the JobsOhio Region for a specific county?**

The [JobsOhio Service Map](#) identifies the JobsOhio Regions by counties. The numbers of the regions are: Cleveland - 1; Toledo - 2; Columbus – 3; Dayton - 4; Nelsonville - 5; and Cincinnati - 6.

Added 4-10-2014

25. **Under Part B: Need and Service Delivery, for counties to be served, is that meant to be the counties where actual class sites are located or do we include counties where students have come from this past year. For example, if the site is in Franklin County but we've had students from Delaware or Fairfield counties, should we include that county information?**

The counties to be served should be the counties where the sites are located and not the counties where the students come from.

26. **On Part C: Plan, item number 1 regarding recruitment plan asks, "How will the program serve each category of students ABE, ASE, and ESOL (if applicable)? Is this question referring to how the recruitment plan will serve each category of student (how will we target the different populations of students), or to how the overall program will serve each category (instructional services to be offered once students are recruited)?**

Since the question is about the recruitment, this reference is to the recruitment plan for the program and how specifically the program targets each type of student. For example, how does the program recruit for ESOL students?

27. **If I use salaries for teachers in the EL/Civics costs, do I take that money away from the ABLE budget?**

If the program has salary expenses for EL/Civics services, the program can take it out of the EL/Civics funds being requested or the Instructional grant funds being requested.

28. **Can our projections be lower than in the past for enrollment and is there a limit to how many dollars can be asked for? Should I be working my budget around my original grant award this year, or that amount plus the additional dollars we received early in the year?**

The enrollment projections should be realistic to the eligible population to be served and the average FY 2013 cost per student of \$639. Requested funds can be higher, the same as, or lower than this based on other potential fund sources that support the ABLE program.

Added 4-16-2014

29. **What is the procedure for "requesting an exemption" for ESOL component services? Is it contained in one of Part A-N?**

If a program is applying for the ESOL exemption, they should complete Part B of question 14 in the plan.

- 30. In determining the EL/Civics budget, do we only figure for the \$100/student for that budget? In the example provided earlier 75 ESOL students served (75x100=7500), would I only budget \$7500 in the EL/Civics budget or would I figure in the \$639+100 and have a budget of \$55,425 (75x739) on the EL/Civics side?**

The \$7500 would be the total EL/Civics budget. Remember EL/Civics services are to be integrated into the ESOL classes so the students being served are all ESOL students.

- 31. How do I project enrollment for EL/Civics students?**

All ESOL students are EL/Civics students. There is no separate enrollment for EL/Civics students.

- 32. Should I add the Instructional amounts Supplies etc. for ESOL/ EL/Civics into the S1 Budget Narrative or only show it under the S2? I think this is quite confusing. Is it Ok to show some Instruction Salaries for ESOL in the S2 EL/Civics Budget Narrative Grid or should that only be for textbooks etc?**

The EL/Civics budget can be used for all allowable expenses including personnel. The program can put some ESOL related expenses in both S1 and S2 budgets.

- 33. If there have been no lobbying activities, is the “Disclosure of Lobbying Activities” form to be left blank?**

Yes, if there are no lobbying activities this form can be left blank.

- 34. In Part D Projected Outcomes, do applicants base the projected CIP numbers on the current cohort model and FY14 percentages?**

In planning for the projections, you can use the estimated FY 2014 targets as a guide.

- 35. Which page(s) *specifically* need to be signed by the superintendent/ president prior to submission?**

The superintendent/president needs to sign the debarment page at the end of the grant addendum. Once awarded funding, the superintendent/president will approve the grant in CCIP. Instructions will be provided to approved applicants before July 1st.

- 36. In Parts E and F, do the amounts that go into these boxes come from Part G? Are Parts E and F basically a “snapshot” of the amounts in Part G?**

Parts E and F are the budget grids for the costs recorded in the budget narrative pages of Part G.

- 37. What does OCTAE mean in Question 7 of the plan? “Describe the process to ensure that the curriculum aligns with OCTAE's Adult College and Career Readiness standards and is evaluated for Characters effectiveness.”**

OCTAE stands for the federal Office of Career, Technical, and Adult Education formerly called the Office of Vocational and Adult Education (OVAE).