

## **Changes to RFA Wording**

***Any one person who is categorized as more than one title (e.g., Assistant Director/Data and Assessment Specialist) must meet the minimum requirements of both titles.***

### **Instructors:**

#### **MINIMUM REQUIREMENTS**

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.
- All instructors hired after January 3, 2011, shall possess a minimum of a bachelor's degree in education or a content-related field and have earned a 12.9 score on the TABE.
- All instructors employed to instruct in the program beginning July 1, 2018 shall earn at least a 750 raw score on the 11/12 TABE A.
  - Math instructors shall take and pass ( $\geq 750$ ) Mathematics and Reading;
  - Reading instructors shall take and pass ( $\geq 750$ ) Reading; and
  - If an instructor teaches in more than one area, s/he shall score at least a 750 raw score in each content area s/he teaches.
  - Depending on instructional duties, taking and passing Language may be an option and left to the discretion of the Skills U Director.
- Instructors must pass ( $\geq 750$ ) the aforementioned test(s) within three months of hire.

### **Data and Assessment Specialist Change:**

#### **MINIMUM REQUIREMENTS**

Bachelor's degree in related field. Four years of directly related job experience may be substituted for education.

## Pervasive Questions and Answers

**Q: For the positions listed in the RFA, if someone is currently working in that position without the “new” educational requirements, can they be grandfathered into that position, or do the new guidelines begin in July 2018.**

**A: No, this is a new grant application, not an extension. Therefore, staff selection will occur if and after the grant is awarded and funding approved to be obligated.**

**The first step in making staffing decisions is to determine if there is demand for the services provided by the position. The next step is to determine if the existing staff member is qualified for the position or positions. If the staff member is qualified and demand exists, then that staff member may be considered for the positions. (Instructors will still have to adhere to 11/12 TABE A requirements.)**

**Of critical importance is performance, accountability, and results. The lead agency/fiscal agent and KYAE Skills U Director are responsible for all three (performance, accountability, and results) and assembling the highest quality staff to enable students' progress further and faster.**

**Q: May we have more than one program director per service area?**

**A: No.**

**Q: In a consortium, who is responsible for performance accountability and compliance of other member agency staff?**

**A: The lead agency/fiscal agent is accountable for Compliance, Fiscal, and Performance for all Consortium Agencies. Each member agency is accountable for compliance and performance of their own member agency.**

## RFA Question Collection Post Bidder's Conference

### Budget Questions:

**Q: If an applicant had 350,000 dollars in their budget, 20% of that would be \$70,000 for administrative costs. So would the amount for operating costs just be 5% of that amount? That would be \$3,500. That doesn't seem right to me. Or is it 5% of the entire grant which would be \$17,500. That would make more sense.**

**A: \$350,000 X 20% = \$70,000 which is the total allowed for Admin **and** Operational costs (see Guidelines below) If 5% (\$17,500) is used for operational cost that reduces the amount left of Admin cost to \$52,500. Five percent is the maximum allowed and the actual amount could be less.**

**Source: Request for Application Guidelines (pg. 17).**

### **Financial Management**

Not less than **80%** of funding shall be expended for carrying out adult education and literacy activities. The remaining amount, not to exceed **20%**, may be used for administrative costs. Administrative costs are those non-instructional costs that are considered *reasonable, necessary, and allowable costs* associated with overall project management. **Of** the 20%, operating costs **shall not exceed 5%**. Examples of operating costs are utilities, equipment lease, etc. KYAE Skills U reserves the right to review and limit operational charges to KYAE Skills U grants. All operations' budgets are subject to KYAE Skills U approval. KYAE Skills U will critically review any budgeted operations charges for necessity, reasonableness, and whether they are allocable to the grant. Indirect costs, e.g., attorney fees, accounting services, etc. may not be charged to this grant.

**Q: Could we have more clarification as to what an accounting system is that tracks effort by cost objective? Examples?**

**A: An accounting system that tracks the adult education activities and has the capability to keep those separate from any other activities of the agency. Entity would not be allowed to co-mingle funds/activities from other sources.**

**Q: The staffing tool automatically distributes the salary 80/20 as administrative and instruction. Is this a mandate, best practice, or merely an example as long as the 80% or more of the Director's salary is administrative? Can it be assumed that the director's salary may be 100% administrative? It is an example.**

**A: Program director's salary may be 100% administrative based on actual tasks performed by the director.**

**Q: Is the compensation schedule meant as an example, an expectation or a mandate? What is the origin of the data used to create the compensation schedule?**

**A: The compensation schedule is a tool – a starting place, per se.**

**Q: If an individual serves as one position in multiple counties, would travel (funding) from one location to another be permissible?**

**A: Yes. Travel is an allowable expense when properly allocated and appropriated on a reasonable basis.**

**Miscellaneous:**

**Q: Is a letter of intent mandatory?**

**A: No.**

**Q: When is the letter of intent due?**

**A: February 1, 2018. It is optional.**

**Consortium Questions:**

**Q: If applying as a consortium, can the Data and Assessment Specialist be a single individual serving multiple counties?**

**A: Yes. At least one Data and Assessment Specialist is required per service area.**

**Q: If applying as a consortium, would the lead agency be the only entity invoicing KYAE?**

**A: Yes.**

**Q: If applying as a consortium, is it up to the partners to determine which members' pay scale, benefits, etc. are followed?**

**A: Consortia members would operate as separate members and adhere to their current pay, benefits, UNLESS members commit to an agreement to do otherwise.**

**Q: Let me make sure I understand, in order to apply for this grant the program (s) must have a budget of \$350,000 so that means since ours is like \$172,000 we would have to go in with one other, possibly two to form a consortium, one fiscal agent for the counties and one program director. Is this correct?**

**A:** Correct. Or a single eligible applicant may include additional counties in their application to reach the \$350,000 budget requirement.

**Q1:** When a group of counties applies as a consortium, does the consortium member that acts as the lead agency or fiscal agent become the employer of all staff hired for the service areas in which they are applying or does each agency in the consortium still employ the staff that would work in that service area?

**A:** No. In a consortium, each member agency and lead agency employ staff. Any staff may provide services at any site in a service area.

**Q1:** Can a county board of education form a consortium with the community college system?

**A:** Yes. A consortium may be comprised of two or more eligible applicants.

**Q2:** If so, would the board of education still employ the staff that would work for adult education in that county?

**A:** Yes, but the school board employees are not restricted to a single county unless otherwise stated between school board and lead agency. In a consortium, each member agency and lead agency employs staff. Any staff may provide services at any site in a service area.

**Q:** After reading the RFA, it has counties listed individually by numbers. When applying for the grant, do the counties submit past numbers individually or as a consortium as a whole?

**A:** In the Demonstrated Effective Part II, the consortium would total the outcomes for each of the consortium members in the service area.

**Q:** Can there be more than one fiscal agent for a consortium?

**A:** No.

**Q:** Please verify, if applying as a consortium, the lead agency would be the only one submitting information through the finance module.

**A:** Correct, only the fiscal agent (lead agency submitting the application) would be submitting information through the finance module.

## Data Questions:

**Q:** Our past three years' numbers are not listed in [GED.com](http://GED.com) because the community education building does not have a place to check for our center, but our last three years' numbers can be found in EKOS.

**A:** The database of record (EKOS) is where to find program outcomes.

**Q:** In Target Population, Part 3, it says that “For county target population, use numbers provided in the service area selection section of Grant Requirements.” Do we use the same number for all three years?

**A:** Yes.

**Q1:** On the Demonstrated Effectiveness Form, Part 2 under Credential Attainment: Secondary and Credential Attainment: Postsecondary, it asks for a percent of participants who earned the credential.

**Q2:** What number serves as the denominator to generate the percentage for the Postsecondary?

**Q3:** Is it the total number of participants?

**Q4:** What serves as the denominator for the Secondary?

**Q5:** Is it the GED goal or the total number of participants served that year?

**A1-5:** The tab on the Demonstrated Effectiveness Excel sheet that is titled, “Definitions Employment Perf contain definitions of what is requested in the document.

**Q6:** Also, is there a KAERS report that shows Postsecondary credential attainment?

**A:** No.

**Q:** I am working in the Demonstration of effectiveness spreadsheet tab 2. I assume we need to complete one for each county when multiple counties are part of the application correct? If so, can we add tabs. Or should we copy and paste the table?

**A:** No. The counties' past performance included in the application are totaled and entered in Demonstrated Effectiveness.

**Q:** As far as Target pop tab 3 -- We do have tables in which we can add the counties, it clearly states we need to use the numbers provided in the service

are selection section of grant requirements. I am understanding that we will use those numbers for the past 3 FY required, correct?

**A: Correct.**

**Personnel:**

**Q: The personnel requirements and duties for Instructor requires anyone hired after January 3, 2011 take the TABE 11/12 (and score 12.9+). Currently all instructors have taken and scored as required on the TABE 9/10. So anyone hired in the past seven calendar years will have to take the newer TABE test also, is that correct?**

**A: Yes. As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.**

- All instructors hired after January 3, 2011, shall possess a minimum of a bachelor's degree in education or a content-related field and have earned a 12.9 score on the TABE.
- All instructors employed to instruct in the program beginning July 1, 2018 shall earn at least a 750 raw score on the 11/12 TABE A.
  - Math instructors shall take and pass ( $\geq 750$ ) Mathematics and Reading;
  - Reading instructors shall take and pass ( $\geq 750$ ) Reading; and
  - If an instructor teaches in more than one area, s/he shall score at least a 750 raw score in each content area s/he teaches.
  - Depending on instructional duties, taking and passing Language may be an option and left to the discretion of the Skills U Director.
- Instructors must pass ( $\geq 750$ ) the aforementioned test(s) within three months of hire.

**Q: How and by whom will program directors be evaluated?**

**A: Once grants have been awarded, operational expectations, including evaluative, fiscal, professional development, performance, etc. will be defined. They may be subject to change based on statute, regulation, policy, procedural, etc. changes.**

**Q: The position descriptions allow the Skills U assistant director to also serve as the navigator. BUT it does not specifically state an instructor can also be the navigator. For smaller counties this will be important as several roles will be merged due to budget and target population. And it is also important as we write our budget to determine if the pay is out of state/or federal.**

**A: An instructor MAY also be the Career Navigator ONLY if the individual employed meets both job qualifications.**

**Q: Another question related to the positions: Will (like it is now for the pilot) the navigator be documented as Career Service and come out of federal? The data**

and assessment position will be part state and part federal (for the testing and orientation hour.

**A: The Career Navigator is a Career Services budget item and all Career Services are funded as a federal expense. It is tracked and reported to the federal government.**

**Q: I want to confirm, at the bidder's conference, KYAE said they would go back and discuss if the Data and Assessment specialist requirement for a Bachelor's degree will be grandfathered and the degree is only needed for NEW hires after 1 July 2018.**

**A: There is no grandfathering related to a new position. However, minimum requirements for a Data and Assessment Specialist position requires a Bachelor's degree OR four years of directly related job experience may substitute for educational requirement.**

**Q: In looking at the suggested salaries in the RFA, are these the minimum that will be paid? The reason I ask, our instructors are making below \$35,000 so, for budget purposes, I need to know if the instructors under the new RFA will be receiving minimum of \$35,000?**

**A: No. This is a tool to use to create budget scenarios.**

**Q: Can our instructional assistants be grandfathered in? Just a note....otherwise those people will lose their jobs.**

**A: No instructional assistant exists in the job positions.**

**Q: Do we need a PT Data Specialist in each county or just one per service area? If it is one per service area, does it matter how we charge them to our budget (example: will a percentage of their salary need to be shown on each separate county budget worksheet or just one?)**

**A: A Data and Assessment Specialist is required in each service area, regardless of P-T or F-T status. The percentage of the Data and Assessment Specialist's time should be reflected in each county's budget (within the service area) based on the benefits of the Data and Assessment Specialist's services.**

**Q: Can FT instructors be split an 80/20 split for instructor/data specialist?**

**A: An instructor MAY also be the Data and Assessment Specialist ONLY if the individual employed meets both job qualifications.**

**Q: Can the Career Navigator be an in-kind donation from the fiscal agent? (not to make up the difference if budget falls below \$350k but just as a cost saving measure).**

**A: Yes. Regardless of an “in-kind” contribution or not, the Career Navigator shall meet the qualifications in the job position and be dedicated to supporting adult education 100% of the time.**

**Q: Does each county budget worksheet for a service area need to reflect a Career Navigator or just one for the service area?**

**A: At least one Career Navigator is required in each service area. The percentage of the Career Navigator’s time should be reflected in each county’s budget (within the service area) based on the benefits of the Career Navigator’s services.**

**Q: Are there any positions designated for instructional services that cannot be combined with the position of instructor?**

**A: There is no instructional services job position.**

**Q: Will specific PD be offered for the Career Navigator & Data & Assessment Specialist?**

**A: Yes. But hiring the right person with specified qualifications is the first step.**

**RFP Structural Questions:**

**Q: Is it allowable to single-space within headers, charts, graphs, tables, and figures.**

**A: No. The format should adhere to the rest of the narrative document.**

**Q: Is there any opportunity to request an extension considering the tremendous change this will cause in our service to ensure we can create an adequate plan for our county under a consortium model?**

**A: At this time, the RFA proposals continue to be due March 2, 2018. See also the website.**

**Q: To follow up, charts have to follow the same guidelines as to font and spacing correct? So 12 point font, double space. It can’t be single space for the charts correct?**

**A: Correct. Follow the narrative guidelines for format.**

**Q: IET description say to complete 1 form for each IET. Due to the 21 page limit, would you consider allowing us to use 1 form for all IET as long as it clearly identify IET 1, IET 2... Most of the information will be repetitive if we use 2 or more forms.**

**A: For each additional IET model, ½ page in excess of 21-page limit may be added**

**Q: Do we need two community partners per service area or per county?**

**A: Correct, at least two CBOs per service area is required. At least one CBO must serve the students at any main learning center.**

**Q: General Information and Application Grant Requirements, page 39 asks for at least one postsecondary education institution, at least one Kentucky Career Center, and at least two community-based organizations for support services. Does the Kentucky Career Center partner need to be included on the Grant Signature Page?**

**A: No.**

**Q: On the program design narrative there is a form where the applicant types in name and a list of what the narrative should describe and the possible points? Is the applicant to use this form to type the narrative in the boxes since the applicant name is on the form? If it is typed as a narrative without the form, does this form need to be sent as one of the 21 pages?**

**A: The program design template provides questions for which the narrative shall address. You may use pages within the 21-page limit to complete. The template does not need to be used.**

**Q: In the Assurances, what is the difference between the applicant and the Authorized Representative?**

**A: The eligible applicant is the organizational entity that is submitting the grant. The authorized representative is the individual authorized to sign legal documents, contracts, etc. For example, the college is the eligible applicant and the college president is the authorizing representative of the organization.**

**Q: Should the president of the postsecondary institution be the signature for the postsecondary agreements? In the case of AO, can it be the AO coordinator?**

**A: The president should be the signatory for the postsecondary institution.**

**IELCE/ELA Questions:**

**Q: I have a question about the numbers listed in the RFA for ELL learners. I assume the numbers come from the Census; however, here in [COUNTY] we serve an average of 60 or so a year so 69 seems like a small number.**

**A: The source of this data is the American Communities Survey, which is a part of the Census.**

**Q: In the Plan of Service, it asks for minimum enrollments per class and justification. Is the justification for the class size or choice of the site location? How should we indicate that the location also houses IELCE classes?**

**A: If you are applying for the IELCE program, include past and projected enrollments of ELL students in the IELCE program application. You may indicate when describing program design, the site location(s) that is/are used for IELCE program students.**

**Q: Will the same person review the main RFA and the IELCE portion of the grant to allow us to reference other portions of the grant and also for the purpose of acronym recognition?**

**A: Yes.**

**Q: Is there a point allocation outlined for the 80 points of the IELCE Program Design like for the main Program Design Narrative?**

**A: The total available points for the IELCE program application is including budget narrative and budget.**