

WorkReady U Competitive RFP/Grant Application 2020-2025

Inquiry Period

Questions and Answers

Final Posting 3/19/2020

	Date	Question	Response
1.	1/28/20	<p>I recently came across this project: State Adult Education Funds I am hoping you can email me a copy of any specifications and/or documents associated with this project. If they can't be emailed, please let me know. Please do not send them if a fee is required.</p> <p>County: Jefferson Printed In: The Times-Picayune The New Orleans Advocate Printed On: 2020/01/27 PUBLIC NOTICE - - - The Louisiana Community and Technical College System's, WorkReady U is accepting applications for funding made available through Adult Education and Family Literacy Act (AEFLA) funds under the Workforce Innovation and Opportunity Act (WIOA) and State Adult Education funds beginning January 27, 2020 until 11:59 PM, CST, April 1, 2020 for fiscal years beginning July 1, 2020 and ending June 30, 2025. The grants are purposed to provide Adult Education throughout the state. Entities may obtain the Request for Proposal (RFP) from the LCTCS website, www.lctcs.edu/rfp , by submitting a written request to</p>	<p>All documents related to the RFP are posted at www.lctcs.edu/rfp.</p>

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		<p>workreadyu@lctcs.edu, or by contacting Angela Day at 225-308.4408. Funding Availability Estimated federal and state flow-through funding to support local programs is \$11 million. Title II Adult Education and Family Literacy funding allocations, made available through WIOA, Section 225, 231 and 243, will be established based on regional data derived from the American Community Survey, demonstrated need for service, and demonstrated program effectiveness in each of the eight LA Workforce regions. Adult Education & Family Literacy Act (AEFLA), WIOA Section 231 Integrated English Literacy and Civics Education (AEFLA/IELCE), WIOA Section 243 Corrections Education & Other Institutionalized Individuals (AEFLA), WIOA Section 225 All recipients of funding shall comply with Louisiana Revised Statutes, Title 17:1871 and 17:3217.1, and the Adult Education and Family Literacy Act (AEFLA), WIOA Title II. Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). 410705-jan 27-28-29-3t</p>	
2.	2/6/20	Where will it be beneficial to look up information to help complete the chart on page 5 asking for projected number of students to be served?	Applicants should project the number of students served based on past students served and the undereducated population in the applicable region. For those applicants who have access to the

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			WorkReady U data system the <i>Program and Gains</i> report will be beneficial.
3.	2/6/20	Number 2 under the General Information mentions an applicant abstract but the RFP does not. It goes straight into the Narrative Response. Is the abstract required and if so, should it be placed before the Narrative?	The Applicant Abstract is located on pages 4-5 on WIOA Sections 231, 225, 243.
4.	2/17/20	The following are questions about the RFP for Section 243, IELCE How much funding is available for the state for FYs 18-19 and 19-20?	18-19 \$317,897.00 19-20 \$333,465.00
5.	2/17/20	The following are questions about the RFP for Section 243, IELCE What programs currently access this funding?	Bossier Parish Community College, Central LA Technical and Community College, Delgado Community College, Literacy Council of Southwest LA, LA Delta Community College, Northshore Community College, South LA Community College, Terrebonne Parish School System.
6.	2/17/20	The following are questions about the RFP for Section 243, IELCE How many programs can be funded in each region?	There is no limit.
7.	2/17/20	The following are questions about the RFP for Section 243, IELCE Is funding allocated by projected clients served?	No
8.	2/17/20	The following are questions about the RFP for Section 243, IELCE What is the minimum # of clients served?	100

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9.	2/17/20	The following are questions about the RFP for Section 243, IELCE What activities are appropriately covered by referrals to community partners under the grant?	Career pathways, Integrated Education & Training, Civics Education, support services, transition services, etc.
10.	2/17/20	The following questions are for all LCTCS funding sources: How are referrals considered in the grant allocation process?	Partnerships with WIOA Core and non-Core partners are considered in the application process. A referral process should be part of the partnerships.
11.	2/17/20	The following questions are for all LCTCS funding sources: Which type of referrals? (to employment agencies, adult ed programs, community partners, etc?)	All of listed in the question are acceptable referral types.
12.	2/18/20	Total Funds Requested: Should this reflect the total for the three year period, or the total annual request?	The funds requested should reflect the amount needed for FY 20-21.
13.	3/2/20	What is the correct report in the WRU database to determine total students served?	There are two ways to pull this information in the WRU Database: <ol style="list-style-type: none"> 1. There is a new pink box located on the Dashboard page. This box includes all students who have been served by a particular provider for that program year, including "intake only" and "community education" students. 2. The Program and Gains report can be used to pull this information.
14.	3/2/20	On the assurances pages, I am unable to type in the blanks. Are we just to write in the boxes?	Yes
15.	3/2/20	Does the org chart need names of the employees or just positions?	Positions only are needed on the organizational chart.
16.	3/2/20	In reference to the Grant Application Budget Workbook, should we provide separate budgets for	A combined budget worksheet should be provided.

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		both state and federal, or is it a combined budget worksheet?	
17.	3/3/20	<p>Two general questions about filling out Appendix A:</p> <ol style="list-style-type: none"> 1. Does this one Appendix include all students in ABE, ASE, Prison, and ESL, or should we be completing a separate Appendix A for each of those programs? 2. When breaking down the gains and test statistics for ABE and ASE questions, what exactly is the defining difference between the two? If a student is pre-tested and falls on NRS levels 4, 5, and 4 in Reading, Math, and Language, then they will fall into both the ABE and ASE categories. The reports that we are pulling this information from is primarily a combination of “Program and Gains” and “Table 4A” – does the accuracy of these reports depend on whether or not the instructors selected “ABE” vs. “ASE” as the student’s program type? <ol style="list-style-type: none"> a. When considering gains in the subject of “Writing”, what exactly does this refer to? Our students are pre-tested in Reading, Math, and Language, and our assumption was that “Writing” linked most closely with “Language”; however, Table 4A does not differentiate this subject. It appears to lump Reading and Language together into the category of “ELA / Literacy or 	<ol style="list-style-type: none"> 1. Appendix A should include all students included in the proposed target population for the application. 2. The “Eligible Students Served and Related Outcome” report should be used for Appendix A. The difference between breaking down gains for ABE & ASE is by the student’s primary program of study. The student’s primary program of study will be used to group students and calculate the number of students that made a documented skill level gain. <ol style="list-style-type: none"> 2a. In the “Eligible Student Served and Related Outcome” report Reading, Math, Language and Listening are separated.

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		ELP". How exactly do we pull out "improved writing skills"?	
20.	3/5/20	Is the Program Personnel Background chart (Appendix C) based on the projected year for 20/21 or is it based on the past year 19/20?	FY 20-21
21.	3/5/20	Reading through the application, I came across Attachment A, Demonstrated Program Effectiveness Table which is to be completed if the applicant is applying as a consortium. However, I am not sure if the church, as an applicant, has to complete this table. Does the church have to be in a consortium to apply for funding? Or, can they simply apply as a stand-alone and not have to complete Attachment A?	All applicants applying for WIOA 231 & 225 funds must complete Appendix A. If the applicant is applying as a consortium, all members of the consortium must submit data. Applicants may apply as a consortium or as a stand-alone entity.
22.	3/5/20	When working on 225 Application for Corrections, we noticed that the questions on page 10 and the questions on page 11 are basically the same, even numbered 5, 6, and 7 on both pages. Should we answer the questions as posed on page 10, or should we answer the questions as posed on page 11? Page 11 questions refer to IETs while page 10 questions refer to recidivism and correctional facilities.	There was an error made in numbering of the WIOA Section 225 application. Applicants must answer questions on page 10 & 11 (all numbered 5, 6,7 but different questions). We have made a note on the scoring rubric and will notify the external readers of the error.
23.	3/5/20	Do we put only Federal Program Personnel on Appendix C or both federal and state?	Both federal and state positions should be entered on Appendix C.

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24.	3/10/20	Do we need to attach our Department Regulations that are referenced in the narrative?	No
25.	3/12/20	I cannot edit the Budget Workbook – it keeps saying “copy” when I save and I cannot adjust lines or anything. Essentially I need to merge the cells to fit my description. Can you email me one to use?	A revised version giving applicants the ability to expand the cells has been posted to the website.
26.	3/16/20	Are we using ELA or ELL for the IELCE RFP? Which acronym is correct?	Both ELL & ELA are acceptable language in the RFP.
27.	3/16/20	Does a GEPA checklist exist for programs to use to make sure all policies and procedures are followed?	No
28.	3/16/20	Has there been any discussion at LCTCS to extend the grant submission deadline date of April 1 due to the COVID-19 crisis?	At this time, the due date for the Title II RFP remains 4/1/20. However, LCTCS will continue to monitor the COVID-19 events as they unfold daily, and any changes to the RFP timeline will be posted here.
29.	3/17/20	To meet the requirements of GEPA, are we required to address our ability to meet the needs of each of the six types of barriers in a step by step plan for students, teacher, etc.? For example, how will the program provide equitable access or participation for students and teachers based on gender?	Refer to pages 15-16 of the Resource Information document for information on GEPA.
30.	3/17/20	To identify the target population of English Language Learners, should I reference the 2013-17 American Community Survey under “Origins and Language”? I have found a population under “Language Spoken	To identify the English Language Learners one should visit the American Community Survey Site, by clicking on the link below:

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		at Home- Language Other than English-Citizens 18 yrs or older". Is that the data I should include?	https://data.census.gov/cedsci/table?q=S1601%3A%20LANGUAGE%20SPOKEN%20AT%20HOME&tid=ACSST5Y2018.S1601&vintage=2018&hidePreview=true&g=0400000US22; or by searching for "S1601: Language Spoken At Home".
31.	3/17/20	On Appendix C, in the last column for Job Summary, Duties and Responsibilities, is the 200 word limit a hard limit? Should an actual job description be attached in the appendices for each proposed job position? Or do you truly want no more than 200 words in the space for each job position?	The 200 word limit is a hard limit for the application process. Successful applicants will be required to submit full job descriptions.
32.	3/18/20	If a program anticipates a possible partnership with the Youth Challenge Program, could those participants be included as part of the general 231 grant?	Yes.

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