

State of Alaska - Department of Labor

Division of Employment and Training Services

# Frequently Asked Questions

PY2021 RGA - Title II - Adult Education and Literacy

Program Year 2021

Date of Issue: March 5, 2021

Alaska Adult Education Program

Application Deadline:

Grant Applications must be submitted to the Alaska Adult Education office

No later than 5:00 p.m. June 30, 2021

Table of Contents

General Questions..... 2

COVID-19 Pandemic Questions..... 3

Demonstrated Effectiveness ..... 4

Plan for Adult Education Service Delivery..... 6

Regional Needs Assessment and Labor Market Analysis..... 6

Serving Individuals with Barriers, including Disabilities..... 8

Past Effectiveness..... 8

Alignment with One-stop Partners..... 10

Intensity, Duration, and Flexible Scheduling ..... 10

Evidence-Based Instructional Practices and Reading Instruction..... 10

Effective Use of Technology and Distance Learning ..... 10

Facilitate Learning in Context..... 11

Qualified Instructors and Staff..... 11

Partnerships and Support Services for Development of Career Pathways..... 12

Learners Support Services..... 12

High Quality Information and Data Collection System ..... 12

Integrated English Literacy and Civics Education ..... 12

Budget Narrative and Project Budget Form 165 ..... 12

Formatting and Additional Documentation ..... 13

Additional Considerations not Required..... 15

Example1: REGIONAL LABOR MARKET ANALYSIS..... 16

General Questions

Question	Response	
1. Tables 1A/1B, 2, and 3 are hard to complete in the pdf document. Can they be changed to a fillable document?	Tables have been turned into a word document and can be found either on the <a href="#">AAE Grant Resources</a> page or attached to the <a href="#">Online Public Notice</a> .	
2. How do I know if my program would fall under the RGA criteria?	<p>If an agency meets BOTH of the following criteria, the program would be eligible for writing a grant under this RGA:</p> <ol style="list-style-type: none"> <li>Does the applicant meet the definition of eligible provider as outlined above and in WIOA, Title II, Section 203[5]; <a href="#">34 CFR 463.23</a>? <b>A complete eligible provider list is provided in the RGA on page 5.</b></li> <li>Has the applicant sufficiently demonstrate past effectiveness by providing performance data on their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy? (WIOA, Title II, Section 231[E,5]; <a href="#">34 CFR 463.24</a>) <b>Performance data must be included with the RGA submission. For a full understanding on the data required, please refer to page 5-6 and Table 1A or 1B of the RGA.</b></li> </ol>	
3. I would like to obtain information from previous grants, can I do that?	<p>The Freedom of Information Act, or FOIA, is a law that provides any person access to agency records, except to the extent that such agency records or portions of such agency records are protected from disclosure.</p> <p>An agency must make a request in writing to <a href="mailto:windy.swearingin@alaska.gov">windy.swearingin@alaska.gov</a>. All requests must including specifically what is being requested and the program year of the information. Example: "I am requesting the PY2019 Alaska Adult Education award amount for the Anchorage Regional Grant. Please provide both State and Federal funding allocations."</p> <p>Please allow 3-5 business days for requests to be filled.</p>	
4. For consortium do all providers need to meet all the requirements?	Yes and no. Some parts of the grant must be meet together while other parts must be meet on the agency own record	
	Stand-alone parts of the grant	Combined parts of the grant
	<ul style="list-style-type: none"> <li>• Demonstrated Effectiveness Data</li> <li>• Past Effectiveness Data</li> <li>• Application Cover Page – One cover page                             <ul style="list-style-type: none"> <li>○ All agency’s information must be present</li> <li>○ Duns Number – Each Agency must have their own</li> <li>○ Can be more than one type of organization (eligible provider)</li> </ul> </li> <li>• Terms and Conditions signed by all agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Narrative</li> <li>• Budget Narrative and Form 165                             <ul style="list-style-type: none"> <li>○ One agency would be the fiscal agency</li> </ul> </li> <li>• Additional Documents                             <ul style="list-style-type: none"> <li>○ Indirect Cost Rate must be tied to the fiscal agency</li> </ul> </li> </ul>

5. Can you provide the statute where it states that GED is the official high school equivalency test?	8 AAC 99.110. High school equivalency test The General Educational Development (GED) test is the official state high school equivalency test.
6. Are applicants eligible to apply for two grant programs, such as IELCE and a Regional grant? Can an applicant be awarded two grants for different programs?	If an applicant is eligible to apply for multiple grants, we encourage them to apply. Applicants may be awarded more than one grant in either multiple regional programs or in multiple program areas of capability (Adult Education, IELCE, Corrections).
7. Should applications be submitted to <a href="mailto:ak.adult.ed@alaska.gov">ak.adult.ed@alaska.gov</a> (as stated on the webinar) or to <a href="mailto:ged@alaska.gov">ged@alaska.gov</a> (as stated in the RGA)?	Either. The Alaska Adult Education Office has recently updated their email address to <a href="mailto:ak.adult.ed@alaska.gov">ak.adult.ed@alaska.gov</a> . However, all application mailed to <a href="mailto:ged@alaska.gov">ged@alaska.gov</a> will be rerouted.
8. Should application documents be submitted via email as individual documents (e.g., each Table, Assurances, Narrative, etc.) OR a PDF package with the budget Excel separate?	Applications should be submitted as PDF document with all application documents in one packages, including Project Budget Form 165. Upon award, grantees will updated budgets when final allocations are released. Revised Project Budget Form 165 will be due to the State AAE Office based upon negotiation or funding availability.
9. Can required signatory documents be signed and dated electronically?	Yes. As long as the method used for electronic signature is a secure and reliable source, such as DocuSign.
10. Should applicants contain a table of contents, page numbers, or headers or footers?	<ol style="list-style-type: none"> <li>1. Table of contents are not mandatory, but appreciated. If added, the Table of contents does not take away from the 25 page limit of the narrative. It would be an additional page(s). The 25 page limit is still associated to only the narrative.</li> <li>2. Headers or footers are not necessary. Programs may put their program name in the header or footer.</li> <li>3. Page numbers are appreciated.</li> </ol>
<b>COVID-19 Pandemic Questions</b>	
<b>Question</b>	<b>Response</b>
11. How do programs note the suppressed data for PY2019 (July 1, 2019-June 30, 2020) in both the Demonstrated Effectiveness and Past Effectiveness? Should a footnote be added?	The State AAE Office and grant reviewers are well aware of the COVID-19 pandemic and how this crisis is effecting Adult Education in Alaska. It is not necessary to add a footnote indicating the suppression of data due to the pandemic. However, if a program would like to add information regarding COVID, the information is welcome.
12. When writing the Narrative, should programs address the COVID 19 pandemic or should they plan for building a program without COVID?	Narratives should be written to show how the program would align with the Adult Education and Literacy Act (AEFLA) regulations. Narratives should be written to address the Plan for Adult Education Service Delivery and WIOA 13 Considerations without taking into account COVID.

	The State AAE office understands that service delivery may have to change due to the pandemic and supports will be adjusted as we learn more and adapt to the COVID-19 pandemic. However, the review team should see a solid plan for service delivery.	
<b>Demonstrated Effectiveness</b>		
<b>Question</b>	<b>Response</b>	
13. What are the standards of demonstrated effectiveness that must be provided with the application?	Meeting demonstrated effectiveness is <b>not scored against a rubric</b> . The data in this section is reviewed to determine if eligible provider has been effective and the ability to provide adult education services. The AAE Office selects a “yes” or “no” determination upon review of the data.	
14. Should programs not proceed to writing the grant if there seems to not be enough data to demonstrate past effectiveness based on numerical data?	If the program can demonstrate effectiveness in serving adult learners in the past, it is recommended the provider proceed with writing the grant. The State AAE Office is reviewing the data based on the agency’s ability to provide adult education services in the past and effectively administer the grant in the future.  Regional location and data will be taken into account.	
15. When filling out TABLE 1A appendix B, the <u>Average Percentage of Students Achieving at least 1EFL Gain</u> - Do we include those who have earned a GED/HS Diploma in the percentage?	To get the Average Percentage of Students Achieving at Least One EFL Gain on Table 1A/1B programs will not include the number of HS graduates. Please only provide full time students on this Table.  For programs who have been previously funded under an AEFLA grant, the Percentage can be found on Table 4A.	
16. On Table 1A, section 2, under “GED High School Completion Outcomes”, where would the “Number of Full-Time Students Enrolled” data be located for programs previously funded under AEFLA.	For programs previously funded under AEFLA: number of Full-Time Students Enrolled data can be found on Federal NRS Table 1. GED Outcome Data can be pulled from GED Analytics.	
For programs previously funded under AEFLA:  17. If based off the #5 Federal Report, how are we to differentiate between <i>Postsecondary Education</i> and <i>Training</i> ? Or is the chart incorrect?  18. It is supposed to be <i>Postsecondary Credential</i> vs <i>Postsecondary</i> ?	The data on Table #5 compares to the data on Table 1A as follows:	
	<b>Table 5: Core Follow Up Outcome Achievement</b>	<b>RGA WIOA Follow-Up Outcome Measures</b>
	Attained a Secondary School Diploma/ Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of Exit	Within One Year of Exit Attained Diploma/ Equivalent and Enrolled in Postsecondary Education or Training
	Attained a Secondary School Diploma/ Recognized Equivalent and Employed within one year of Exit	Within One Year of Exit Attained Diploma/ Equivalent and Employed

	Attained a Postsecondary Credential while Enrolled or within one year of Exit	Within One Year of Exit Attained a Postsecondary Credential while enrolled
<p>19. Do Cultural Awareness Education classes meet the requirements of this RGA</p>	<p>An eligible provider must be able to demonstrate past effectiveness by providing performance data on their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of:</p> <ul style="list-style-type: none"> <li>• reading;</li> <li>• writing;</li> <li>• mathematics; and</li> <li>• English as a second language (ESL) instruction.</li> </ul> <p>An eligible provider must also submit information regarding the outcomes for participants related to:</p> <ul style="list-style-type: none"> <li>• Employment;</li> <li>• attainment of secondary school diploma or its recognized equivalent; and</li> <li>• transition to postsecondary education and training.</li> </ul> <p>If an eligible provider can demonstrate effectiveness in these areas, the application may meet the requirements of this RGA. See page 5-6 and Table 1A or 1B for a full understanding of demonstrated effectiveness.</p>	
<p>20. Do programs need to fill out both Table 1A and Table 1B? If so, where do we obtain the data for both?</p>	<p>Applicants must only fill out one of the two tables:</p> <p>An eligible provider that has been previously funded under WIOA Title II, AEFLA must provide performance data required under section 116 to demonstrate past effectiveness (see Demonstrated Effectiveness Data Table 1A),</p> <p><b>or</b></p> <p>An eligible provider that has not been previously funded under WIOA Title II, AEFLA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes (see Demonstrated Effectiveness Data Table 1B) (WIOA, Title II, Section 231[E,5]; 34 CFR 463.24)</p> <p>See page 5-6 and Table 1A or 1B for a full understanding of demonstrated effectiveness.</p>	
<p>21. For a consortium, if you have multiple groups that have demonstrated effectiveness but their strengths are in different concentrations of teachings, how would you show that in the demonstrated effectiveness? (i.e. one agency is stronger in AE services, while another is stronger in ELL services).</p>	<p>The data might show a consortium is stronger in one area over another. However this must also be supported in the grant narrative. If a consortium is being created to address the needs of a region, each applicant must have demonstrated effectiveness of serving AE students in the past. If partnering with another agency would strengthen their grant, we encourage agencies to do so.</p> <p>Please take into account, the data must support each agencies ability to provide AE services and this can be explained in further detail in the narrative in the Plan for Adult Education Service Delivery section of the grant. Explanation should consisted of what agencies are coming together, what was accomplished in the past, and what is expected to accomplish in the region as a group.</p>	

<p>22. For Table 1, are citizenship gains included in these demonstrated effectiveness tables? I had a number of students those years gain citizenship, as that was their main goal for the ESL classes.</p>	<p>Citizenship gains are not requested on the table at this time. These measures are optional reporting indicator on the NRS tables. Programs are not required to report that data at this time, therefore the data would not provide an accurate picture of the services provided to adult education students.</p> <p>This information can be addressed in the narrative.</p>
<p>23. Please explain further what constitutes as a consortium. 24. During the 02/18 Grant Informational Meeting via zoom, it was mentioned that each part of a consortium must prove its own effectiveness. Please explain further what constitutes as a consortium. Would location operating together need to provide documentation of past effectiveness separately for the upcoming grant application, or is a consortium referring to, instead, something that crosses Title or Regional lines?</p>	<p>A consortium is any combination of agencies that are planning to provide adult education services under one regional grant program.</p> <p>Each member of a consortium must be an eligible agency able to provide adult education services under the terms and conditions of the grant. Each eligible provider must be able to meet the definition of an eligible provide on the list located on page 5 of the RGA. Applicants must also be able to demonstrate effectiveness based on the qualifications of demonstrated effectiveness.</p> <p>For consortiums it is important to note that one agency can act as the fiscal agency and will be monitored as such. However, all agencies will held to the standard, regulations, terms and conditions of the grant.</p>
<p>Plan for Adult Education Service Delivery</p>	
<p><b>Question</b></p>	<p><b>Response</b></p>
<p>No questions regarding this section were submitted to the State AAE Office</p>	
<p>Regional Needs Assessment and Labor Market Analysis</p>	
<p><b>Question</b></p>	<p><b>Response</b></p>
<p>25. Does the needs assessment need to be generated from the program or can it be pulled from a large scale survey? Can we use a variety of difference needs (resources) or does it have to be the ones listed in the RGA?</p>	<p>The analysis of the local and regional labor market and the regional needs assessment does not have to come from the resources listed in the RGA. The applicant can use additional resources and/or sources to answer the questions in the narrative and to populate Table 3.</p>
<p>26. Is the labor analysis different from the regional needs assessment?</p>	<p>The regional needs assessment is describing the characteristics of adults, aged 16 and older, in the region and how students may benefit from AAE services. This is answered within the narrative. Please refer to RGA page 11-12.</p> <p>The labor market analysis involves gathering regional labor market information that benefits students. This information is generated and submitted in Table 3. See <a href="#">Example1: REGIONAL LABOR MARKET ANALYSIS</a></p>

<p>27. When completing the Labor Market Analysis, due to the regional geographic location, we are unable to find the information requested on Table 3. How should we proceed?</p>	<p>If information is not available in a given region it is suggested that the region look at the labor market for the state as a whole. Lack of regional specific information would need to be conveyed and justified in the narrative. Be aware that the labor market information will be reviewed by the Alaska Workforce Investment Board (AWIB) for alignment with Workforce Services prior to the review committee's review and scoring of this section.</p> <p>The Alaska Department of Labor and Workforce Development has a Research and Analysis team that is available to assist with request for information pertaining to labor market analysis. Please visit: <a href="https://live.laborstats.alaska.gov/contact/contact.cfm">https://live.laborstats.alaska.gov/contact/contact.cfm</a> or call 907.465.4500 to determine what assistance might be provided.</p>
<p>28. The original table has 6 rows down. How many occupations do you want? What is the maximum number of occupations that can be added?</p>	<p>Please limit findings to the top occupations within the region. Some areas will have more in demand occupations than others. However, please limit analysis to no more than 10.</p> <p>The analysis should determine the in-demand occupations in the region, how the grant plan to assist students, and how the grant is aware of and able to assist with supporting those occupations.</p>
<p>29. When looking at occupational title codes, can you be general, for example: when looking at construction trade 473000 and the next one down is 473001. Can we use the cluster</p>	<p>Yes, please use the occupational title code that most closely matches that occupational cluster vs. trying to pull out 5 or 10 codes that all match that occupation.</p>
<p>30. Can the state provide a sample of the Labor Market Analysis?</p>	<p>See <a href="#">Example1: REGIONAL LABOR MARKET ANALYSIS</a></p>
<p>31. In the column titled "education needed for occupation," Is this referring to qualifications or the time necessary to receive the necessary qualifications?</p>	<p>Education needed for occupation refers to the qualifications needed in that industry. Education could be formation, such as college, or on the job training courses. See <a href="#">Example1: REGIONAL LABOR MARKET ANALYSIS</a></p>
<p>32. What data should be used to calculate the 2025 employment estimate?</p>	<p>Alaska Department of Labor and Workforce Development Research and Analysis team provides Occupational Forecast from 2018 to 2028. This text has been updated. Please use the forecast provided by this team for the 2028 forecast. That information can be found at: <a href="https://live.laborstats.alaska.gov/occfst/index.cfm">https://live.laborstats.alaska.gov/occfst/index.cfm</a></p>
<p>33. For the occupational title/code column, can there be multiple occupations within the cluster, or should it be a singular occupation?</p>	<p>If some occupational clusters are growing within the region, such as 31-0000 Healthcare Support Occupations, it is relevant to utilize the cluster as a whole. However, if only one occupation is growing in that cluster while the rest of the industry is in decline, the applicant will want to highlight the growing occupation, such as: 43-5031 Police, Fire, and Ambulance Dispatchers (occupation) vs. 43-5000 Material Recording, Scheduling, Dispatching, and Distributing Workers (cluster).</p>

Serving Individuals with Barriers, including Disabilities

Question	Response
No questions regarding this section were submitted to the State AAE Office	

Past Effectiveness

Question	Response
34. What is the difference in Table 1A/1B and Table 2? Some of the data looks the same.	<p>Some of the data from Table 1A/1B can be used to populate Table 2. The Past Effectiveness will be submitted to the review committee with the rest of the grant and should align with the Past Effectiveness section of the narrative.</p> <p>Table 1A/1B are only seen by the AAE Office. These tables are not submitted to the review committee for grant review, evaluation, and scoring. This data is used to determine if applicants have demonstrated effectiveness in serving adults learners. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstrated effectiveness will be eliminated from the competition and applications will not proceed to the committee review.</p>
35. Where can we find grade level equivalency when adult education reports are measured in NRS Levels?	The NRS guidance for <a href="#">Educational Functioning Level Descriptors</a> for adult education levels can be found on the <a href="#">AAE Grant Resource</a> page.
36. Table 2 – Past Effectiveness- <i>Transition Outcomes</i> . Is this supposed to be based off the Federal Reports #5?	Programs that have been previously funded through the AEFLA grant can use the Federal Report, Table 5, to fill out the request information on Table 2. However, be aware we are not mandating the employment outcomes at 2 <sup>nd</sup> and 4 <sup>th</sup> quarter. The transition outcomes on this table is looking for an overall outcome of this indicator.
37. Should the first column be <i>Number of Participants Included in the Indicator</i> vs. <i>Full time students enrolled</i> ?	All Federal Reporting for Adult Education (AEFLA) funds are reported on 12 or more hours of instructions. Therefore we are looking for data on full time students only vs. all participants.
38. Is the Number of Students Transitioning to Employment, Post-Secondary & Training from Federal Charts 5a or is that an Observation from the Program?	Related to Questions 38-41:
39. Federal Report #5 does not allow Post-Secondary & Training to be slip for reporting separately. How do we	For grants previously funded by AEFLA, this data can be obtained from Federal NRS Table #5.

<p>show those two data points separately for programs funded by AEFLA?</p>	<p>After running the report in AlaskaJobs, click on the link to the total participants in that subcategory. For example if looking at Employment in the 2nd Quarter, there should be a number in the box under “number of participants included in the indicator”. Click the number, which is a link and it will lead to further data.</p>
<p>40. What data goes in the "Number of Full-Time Students Enrolled" column? For example, if we have 100 full-time students, how would we divide those between employment, post-secondary education, training - or do we list the total number three times?</p>	<p>The reports can be downloaded as an excel document and sorted to report individually “Employment”, “Post-Secondary Education”, or “Training”. Each category will need to be analyzed to determine what outcomes are present in that particular category.</p>
<p>41. NRS Table 5 Does not disaggregate data by post-secondary education and training. Is there a way to separate this information from the reporting tables? Or may we merge those two areas?</p>	
<p>42. On Table 2, section 2, under Grade Equivalency, should the top line be beginning “ESL Beginning Literacy” or should the two lines be “ESL Beginning Low”?</p>	<p>On Table 2, section 2, the beginning line should be ESL Beginning Literacy, not ESL Beginning Low. This is found in the National Reporting System for Adult Education, Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act, Appendix B, Page B-20.</p> <p>This can be updated on Table 2 prior to submittal. However, if the applicant submits the information with “ESL Beginning Low” as the first subcategory that will be accepted and scores will not be docked due to this error.</p>
<p>43. BEST does not have grade level equivalency for ESL. How should we proceed with this table?</p>	<p>If currently funded under AEFLA, please use the <a href="#">Educational Functioning Level Descriptors</a> to help translate this section.</p>
<p>44. The Table 2 chart, Past Effectiveness Data, located in Appendix B, asks for "Number of students achieving at least one grade level." In this case, is one grade level equivalent to one Educational Functioning Level? Or does it truly mean one grade level (i.e. improvement from a 6th-grade reading level to a 7th-grade reading level)?</p>	<p>Reviewers are looking for the agencies past effectiveness in serving adult learners. Data needs to display a gain in grade level equivalency. The equivalency can mean improvement from a 6<sup>th</sup> grade reading level to a 7<sup>th</sup> grade reading level. Most publishers provide grade level equivalency for their assessment data. If they do not, please use the <a href="#">Educational Functioning Level Descriptors</a> to help translate this section.</p>
<p>45. In filling out past effectiveness data it seems like there is little room for any type of explanation. In our program of one, my position was vacant for a period of time. I started</p>	<p>If there are gaps in data, this should be explained in the past effectiveness section of the narrative.</p>

and needed to be trained. In addition, I was out for a period of time. How do I relay this information?	
<b>Alignment with One-stop Partners</b>	
<b>Question</b>	<b>Response</b>
46. The RGA states that programs must abide by the Memorandum of Understanding (MOU) between the Alaska Job Center Network (AJCN), the Alaska Workforce Investment Board (AWIB), and the Division of Employment and Training Services (DETS), but the one of the AAE Grant Resources page expired on June 30, 2020. Is there a new MOU? Can we get an updated copy of the MOU?	Alaska has established a MOU that meets the requirements of the WIOA and provide information regarding the relationship between the Alaska Job Center Network (AJCN), the Alaska Workforce Investment Board (AWIB), and the Division of Employment and Training Services (DETS), which houses the Alaska Adult Education grant. The roles and responsibilities are outlined in the MOU, including establishing a mutually beneficial relationship between the partners to prevent duplication of services.  At this time, due to the COVID-19 pandemic, the MOU is in the process of updates. The current MOU remains in effect until the newest reiteration is approved and signed by all partner agencies. The MOU will be updated on the AAE Grant Resources website when it is available.
<b>Intensity, Duration, and Flexible Scheduling</b>	
<b>Question</b>	<b>Response</b>
No questions regarding this section were submitted to the State AAE Office	
<b>Evidence-Based Instructional Practices and Reading Instruction</b>	
<b>Question</b>	<b>Response</b>
No questions regarding this section were submitted to the State AAE Office	
<b>Effective Use of Technology and Distance Learning</b>	
<b>Question</b>	<b>Response</b>
No questions regarding this section were submitted to the State AAE Office	

Facilitate Learning in Context

Question	Response
No questions regarding this section were submitted to the State AAE Office	

Qualified Instructors and Staff

Question	Response
47. We have staff that are paid out of another funding stream, but work with or plan to work with our AE grant. Do we have to include their positions in the professional development?	Yes. All staff that work with adult education students being served under AEFLA must participate in professional development. Programs must track professional development hours and maintain annual hours for all staff, even if not paid out of AEFLA funding.
48. Do all teachers need to be certified teacher or can paraprofessional be utilized in the program?	<p>Alaska Adult Education does not mandate teacher hold a certification. Federal reporting requirements state that each program must track and report descriptive measures regarding staff each program year. Programs must report the following:</p> <ul style="list-style-type: none"> <li>• Functions (teachers, counselors, paraprofessionals, and/or local administrators)</li> <li>• Status (full-time, part-time, or volunteer)</li> <li>• Teacher experience in adult education</li> <li>• Teacher certifications</li> </ul> <p>Alaska policy mandates required training and professional development hours. More information can be found at <a href="https://jobs.alaska.gov/aae/professional_development.html">https://jobs.alaska.gov/aae/professional_development.html</a></p> <p>Teachers hired to work with AEFLA students must align with job descriptions submitted with this RGA. If job descriptions are updated during the course of the grant, grantees must submit changes to the AAE Office for approval.</p> <p>As part of the 13 considerations, eligible providers must sustain <b>Qualified Instructors and Staff</b> to run the grant. The applicant must speak to these qualifications in the Narrative under consideration #9.</p> <p><b>Qualified Instructors and Staff</b> - whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means.</p>

Partnerships and Support Services for Development of Career Pathways	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Learners Support Services	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
High Quality Information and Data Collection System	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Integrated English Literacy and Civics Education	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Budget Narrative and Project Budget Form 165	
Question	Response
49. For budget and travel planning do you have any feel for whether we should anticipate in-person or virtual meetings next year?	<p>In the WIOA Narrative, it is required Program Coordinators meet in Anchorage once per year for a statewide meeting. It is also a grant requirement that Program Coordinators, teachers, and other staff are provided an in-person conference for professional development.</p> <p>It should be anticipated that travel for these two meetings, at minimum, be built into program budgets. With COVID, there is a chance these meetings may be virtual or hybrid. In this case, the expenditures can be moved to another expenditure category with approval from the AAE State Director.</p>

<p>50. For programs not currently funded through AEFLA, per page 28 of the RGA, how does the applicant estimate a reasonable and practicable budget amount? Can a number be provided by AAE for applicants?</p>	<ol style="list-style-type: none"> <li>Grant applicants can build a budget that is reasonable to meet the necessary needs of building an adult education program in the region. The grant reviewers will determine if the budget is reasonable based on the necessity of the requested staff, supplies, and contractual charges in that area. OR</li> <li>The Freedom of Information Act, or FOIA, is a law that provides any person access to agency records, except to the extent that such agency records or portions of such agency records are protected from disclosure. Programs can request past grant awards to help determine reasonable and practice budget amounts. An agency must make a request in writing to <a href="mailto:windy.swearingin@alaska.gov">windy.swearingin@alaska.gov</a>. All requests must including specifically what is being requested and the program year of the information. Example: "I am requesting the PY2019 Alaska Adult Education award amount for the Anchorage Regional Grant. Please provide both State and Federal funding allocations." Please allow 3-5 business days for requests to be filled.</li> </ol>
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Formatting and Additional Documentation

Question	Response
<p>51. Is there a narrative document form that is required for formatting the grant application?</p>	<p>A narrative document form is not provided as the Adult Education grant provides detailed formatting rules to follow.</p> <p>Grant narrative must follow the following formatting rules:</p> <ul style="list-style-type: none"> <li>Narratives must not be longer than 25 pages</li> <li>Spacing minimum of 1.5</li> <li>Narrative must be at minimum 12 point font</li> <li>Margins must be "normal" 1 inch</li> <li>Categories must be used to identify each section (ie. Regional Needs Assessment)</li> <li>Font on tables may not be at smaller than 10 point font</li> </ul>
<p>52. Since there is not narrative document requiring a standard format, is a narrative required?</p>	<p>The applicant must submit a grant narrative describing the proposed grant activities, the manner in which activities will be implemented, and the organizational goals for adult education. See Appendix A: Application Formatting Instruction, page 27-28.</p>
	<p>Regarding questions 53 through 58:</p> <p>The Narrative, which is limited to 25 pages, includes:</p> <ul style="list-style-type: none"> <li>Plan for Adult Education Service Delivery and</li> <li>The WIOA 13 Considerations, clearly identify.</li> </ul> <p>Additional Documents not included in the 25 page Narrative include:</p>

<p>53. Does the 25 page limit on the Narrative include the Budget Narrative and/or the required Tables?</p> <p>54. Do the items in the appendix or additional documentation (job descriptions, resumes, and letters of support) count towards the 25 page limit of the grant narrative?</p> <p>55. Is the budget narrative included in the 25 page maximum?</p> <p>56. Should the tables in Appendix A and B be submitted as an appendix or in the narrative section of the document?</p> <p>57. Are job descriptions submitted as an appendix or within the narrative section of the document?</p> <p>58. Are appendix items included as part of the 25-page maximum requirement?</p>	<ul style="list-style-type: none"> <li>• Application Cover Page</li> <li>• <u>Appendixes</u> <ul style="list-style-type: none"> <li>• Demonstrated Effectiveness Data <ul style="list-style-type: none"> <li>○ Table 1A: Previously Funded Under AEFLA</li> <li>○ Table 1B: Not Previously Funded Under AEFLA</li> </ul> </li> <li>• Table 2: Past Effectiveness Data</li> <li>• Table 3: Regional Labor Market Analysis</li> </ul> </li> <li>• Budget Narrative</li> <li>• Project Budget Form 165</li> <li>• Proposed Class Schedule</li> <li>• Indirect Cost Rates (if applicable)</li> <li>• Job Descriptions</li> <li>• Resumes (required if not previously received AEFLA funding)</li> <li>• Letters of support (optional, but not scored)</li> <li>• Terms and Conditions of the Grant, signed and dated by the authorized representative of the agencies: <ul style="list-style-type: none"> <li>○ Assurances and Certifications</li> <li>○ Terms and Conditions</li> <li>○ Certification Regarding Debarment and Suspension</li> </ul> </li> </ul> <p>The Budget Narrative, Tables, and Additional Documents are not included in the 25 page limit for the Narrative.</p>
<p>59. The authorized individual is different than the person who runs the program. Whose contact information should be on the cover sheet?</p>	<p>Please provide the contact information for both parties. Please clearly identify the primary contact/authorized individual and secondary contact or the individual responsible for the day to day operations of the grant.</p>
<p>60. If a section of the application requires a Table and a narrative, such as the Regional Needs Assessment and Labor Market Analysis section, are either or both of the sections included in the 25 page maximum?</p>	<p>If the RGA is requesting an application completed a required table AND answer questions in the narrative, Tables are not considered part of the 25 page maximum. These should be included in the appendixes. However, the questions must be answered in the narrative and are part of the 25 page limit.</p>
<p>61. Do Job Description and Resume attachments have individual page limits? If so, what are the limits?</p>	<p>Neither job descriptions nor resumes have page limits.</p>
<p>62. For current/previously funded applicants, are resumes needed for new staff to the proposed project, or only a job description, as stated in the RGA? If resumes are needed,</p>	<p>Regarding questions 62 &amp; 63: Current/previously funded applicants do not need resumes, even if applying for a new grant. Only job descriptions are needed.</p>

<p>are they considered new staff if they were not in the original previous/current grant application, or if they are new since the most recent continuation application?</p> <p>63. For previously/currently funded staff, are resumes needed if the staff member has changed positions internal to the organization since the original previous/current grant application and/or continuation application?</p>	<p>However, if new grants are awarded and new staff are hired, resumes will need to be provided to the AAE Office. Grant members will be able to work on both grants as long as resumes are provided to the AAE Office for the agency.</p>
<p>Additional Considerations not Required</p>	
<p><b>Question</b></p>	<p><b>Response</b></p>
<p>No questions regarding this section were submitted to the State AAE Office</p>	

Example1: REGIONAL LABOR MARKET ANALYSIS

Table 3: Regional Labor Market Analysis

Occupational Cluster	Occupational Title / Code	Education Needed for Occupation	2018 Employment (Estimated)	2028 Employment (Estimated)	Growth Rate	Median Annual Wage
Physician Assistants	29-1071	Must graduate from an accredited educational program for physician assistants	437	473	36 / 8.2%	\$61.79

Labor market analysis resources:

- [Alaska Trends](#)
- [Alaska Occupational Data](#)
- [Occupational Employment Statistics & Employment Projections](#), Bureau of Labor Statistics
- [Quarterly Census of Employment and Wages \(QCEW\)](#), Bureau of Labor Statistics
- [Local Area Personal Income Report](#), Bureau of Economic Analysis