

AEFLA Request for Proposals (RFP)
Frequently Asked Questions
Updated March 23, 2018
(highlighted questions have been added)

RFP

Q1. Are there three separate Request for Proposals (RFPs) for each of the three programs?

- A. There is one RFP for each of the three Adult Education and Family Literacy Act (AEFLA) programs. The RFP includes information and guidance on how to apply for each of the three programs: Adult Education, Corrections Education, and Generational Family Services.

Q2. Whom should I contact for questions regarding the RFP?

- A. For questions about the Adult Education and/or Corrections Education subgrant, contact: LaCrystal Jackson via adulthoodgrants@ed.sc.gov. For questions about the Generational Family Services subgrant, contact: Harriette Jenerette via adulthoodgrants@ed.sc.gov.

Q3. What is the deadline to submit questions?

- A. There is no deadline to submit questions. However, questions may or may not be answered after 4:00 p.m. on the application due date of March 28, 2018, due to focusing on submitted applications.

Q4. What is the deadline for applications for the RFP?

- A. The deadline for receipt of applications for all three programs is March 28, 2018, at 4:00 p.m.

TECHNICAL ASSISTANCE

Q1. Will there be technical assistance offered prior to completing the RFP?

- A. Pre-application technical assistance webinars were offered for each of the three programs. The webinar sessions were recorded. To access a recording of the webinars or to request copies of the handouts, please email adulthoodgrants@ed.sc.gov.

Q2. If I was not able to participate in the pre-application technical assistance webinars, when and where will these recordings be available?

- A. To access a recording of the webinars or to request copies of the handouts, please email adulthoodgrants@ed.sc.gov.

Q3. I was unable to attend the face-to-face technical assistance session. Was the information presented different?

- A. The face-to-face TA session offered the same information as the three technical assistance webinars. The face-to-face TA session provided an additional opportunity for those who were unable to participate in the webinars. Information presented was the same; however, PowerPoint slides were re-formatted for face-to-face presentation purposes. To request copies of any handouts, please email adulthoodgrants@ed.sc.gov.

EMAIL OF INTENT

Q1. What should be included in the Email of Intent and when is it due?

- A. Page 55, Section H. Deadline and Submission Procedures, of the RFP provides instructions on the information to include in the Email of Intent to apply for AEFLA funds. The Email of Intent was due February 28, 2018 and was to be sent to adultedgrants@ed.sc.gov. An Email of Intent is not a requirement for submitting a subgrant application.

Q2. If I am applying for all 3 programs, should I send 3 separate Emails of Intent to represent each application?

- A. Sending one Email of Intent will suffice if applying for more than one subgrant program. Indicate the names of all the programs you intend to apply for in the one email.

Q3. Will I receive confirmation of the Email of Intent?

- A. Yes, you will receive a confirmation via email.

APPLICATION

Q1. Do you all have an editable version of the RFP so we can copy/paste & edit the charts and forms?

- A. A Word version of the document is now available on the [Grants Opportunities page](#). The Word version will allow you to easily add your information to templates.

Q2. Should the grant narratives be written in future or past tense? If both, which areas are projected and which are based on past data?

- A. Yes, the grant can be written in future, present, and/or past tense. Areas in which you will use past, present, or future data/information will be based on your program's experiences and how you write the grant application.

Q3. When using the template forms in the RFP, the incorrect page numbers are showing. We cannot erase it. Can we whiteout the page numbers or just leave them as is?

- A. You can either copy the forms from the RFP or go to headers/footers to remove the page numbers.

Q4. In the narrative, should you restate the consideration and sub-questions? Also, should each consideration start on a new page or can one end and another begin on the same page?

- A. You do not need to restate the consideration and the sub-questions. In addition, each consideration does not need to start on a new page. This will allow you to maximize the page limit space allowed. You can follow the below format when crafting your narrative:
1.a. Response
1.b. Response
And so on....

Q5. Should our reference sources be in text or in APA format?

- A. Data and information should be appropriately referenced, as needed. There is no reference format preference as long as you properly cite your sources.

**Q6. Is it best to cite references in the narrative or can we attach a reference sheet?
Attaching a reference sheet will give us more room in our narrative.**

- A. Either way is acceptable. If you create a separate reference page, you can add it as a part of your Appendix. Adding it as a part of the Appendix will not count towards the narrative page maximum.

Q7. My files to be uploaded exceed the 25MB limit. What should I do?

- A. All documents uploaded to the online applicant portal should be uploaded in PDF format except the Budget Planning Form and Budget Narrative. Always save the PDFs in black and white, do not include unnecessary or extra documents, and do not include graphics. If you find that you have exceeded this limit, you can reduce the file size in Acrobat Professional. Steps to reduce the file size are Click File, Save As. Under File Options, check Reduce File Size. Then, Choose a Different Folder to select where you want to save the document.

Q8. Who will review applications and select awardees?

- A. Per page 25 of the RFP, applications will be reviewed by the SC Department of Education's (SCDE) Office of Adult Education and three reviewers from diverse backgrounds without a vested interest in any applicant being funded. In addition, the applicable local workforce development board will review portions of the applications.

Q9. Will the SCDE-Office of Adult Education be responsible for sharing the local workforce development board (LWDB) scoring rubric with the LWDBs and providing the directions, roles and responsibilities of the LWDB in this process?

- A. The Office of Adult Education will coordinate all routing of LWDB rubrics and applications. Applicants will not be responsible for sharing the LWDB scoring rubric with the LWDBs.

Q10. Do I need a System for Award Management (SAM) account? Do I need a Dun and Bradstreet Data Universal Numbering System (DUNS) number?

- A. All applicants are required to have both a SAM account and DUNS number. If you are a current adult education provider, you should already have a SAM account and DUNS number; the DUNS number is listed on your past Subgrant Award Notification. You should check with your fiscal agent if you do not have the SAM account information. The SAM account for all award recipients will need to be maintained throughout the life of the subgrant.

Q11. Do we apply for the AEFLA grant first, then, click on the link to apply for the other grants?

- A. Complete the Primary Applicant Online Form first. After submitting the Primary Applicant form, you will receive a screen with links to the other subgrants.

Q12. May we upload other charts that will help tell our story or do we only upload what is stated necessary for the appendix?

- A. You can include charts and other information in your narrative within the maximum page limit. You will not be able to upload documents online other than what has been requested.

Q13. I lost the links for the primary application and program applications. Where can I find them?

- A. Links for each online application are provided below:

[Primary Applicant Online Application](#)

[Adult Education](#)

[Corrections Education](#)

[Generational Family Services](#)

FUNDING

Q1. What is the timeframe of this funding cycle?

- A. Per page 2 of the RFP: The maximum subgrant period is three (3) years (July 1, 2018–June 30, 2021) and is subject to the availability of federal funds and the subgrantee meeting all applicable program requirements (Adult Education, Corrections Education, and Generational Family Services). The year one subgrant budget period is July 1, 2018–June 30, 2019. Official grant award documents will be processed annually as continuation of funding is not automatic. In determining continuation funding, the SCDE will consider the subgrantee’s evidence of a project’s effectiveness in achieving objectives, program performance, timely submission and quality of all required reports (including interim and Annual Progress Reports), and the rationale for budget expenditures. A continuation application may be required.

Q2. Will some programs be awarded a 3 year grant while others are only awarded a one year grant?

- A. No, all awards will be issued the expectation of being for 3 years. The subgrant is for a 3-year period; however, annual funding is not automatic. Per page 2 of the RFP: Official grant award documents will be processed annually as continuation of funding is not automatic. In determining continuation funding, the SCDE will consider the subgrantee’s evidence of a project’s effectiveness in achieving objectives, program performance, timely submission and quality of all required reports (including interim and Annual Progress Reports), and the rationale for budget expenditures. A continuation application may be required.

Q3. My program has not been under state or federal funding, is there a formula for how much funding to request or guidelines for it?

- A. The information on page 89 can be used as a guide for developing your budget request. The per student amount has been provided as an estimate for determining the budget. This amount does not necessarily include any indirect costs. The per student amount may be less or more depending on the program being implemented and the services and activities to be provided.

Q4. Do we apply for the grant period as one-year or a three-year grant? For example, one year equals \$200,000 and three years equals \$600,000?

A. For the budget, you will apply for one year. In some cases, when providing narrative responses, you may want to reference three years.

Q5. If, by chance, a program does not get funded this round, when will the next RFP come out or the next opportunity to apply or meet criteria?

A. The applications received in this round will determine if there will be an additional round(s). This solicitation is for 2018–21. A new solicitation will be issued during school year 2021–22 to prepare for new grants to be implemented in 2022.

Q6. In developing the budget, should the county allocation be based off of the estimated \$177.00 per student times the "Total<HSD 18-64" or "8% Market Penetration"?

A. The per student amount has been provided as an estimate for determining the budget. This amount does not necessarily include any indirect costs. The per student amount may be less or more depending on the program being implemented and the services and activities to be provided. The 8 percent Market Penetration figure should be used as a minimum target for the number of students you anticipate serving. Use your past funding needs and the anticipated number of students to be served as a guide for determining your budget.

Q7. How does the total award of \$5,415,300 compare to recent history?

A. Overall federal Adult Education funding to the state has remained constant.

Q8. What is the maximum funding that we may apply for based on page 89 of the RFP?

A. Per page 2 of the RFP, up to 60 Adult Education program subgrants ranging from \$16,460 to \$361,714 will be awarded.

Q9. Will subgrant awards be based off of the number of individuals without a high school diploma or equivalent or the 8% market penetration enrollment target number in a county?

A. Award amounts will be determined per program based on the quality of applications received and total funding requested and may vary depending upon program size, population (number of anticipated enrollees), and number of subgrants within the service area (i.e., county). Final budgets may be negotiated based on demonstrated needs. All subgrants are contingent upon total allocations to the SCDE by the US Department of Education.

Q10. We have received AEFLA funds in the past; however, not directly from the SC Department of Education but through a former Adult Education program at the school district. How should we answer "Have you ever received AEFLA funds in the past from the SC Dept. of Education?" question?

A. Indicate "No," since you have not received adult education funds directly from SCDE in the past.

Q11. Is the "Other Funds" column in the Budget Summary where we put "In Kind" contributions?

A. Yes, you put in-kind under Other Funds.

Q12. What if employee makes changes after budget posted. Or, what if I have not even hired the specific employee yet?

A. Budgets will be negotiated. If you have changes after your application is submitted and approved, you can communicate those changes during negotiations.

Q13. Internal 2018–19 budget processes will take place soon but the final internal budget will likely not be complete by the time the RFP application is due. Should we expedite our internal budget, so that it is Board approved/final by the RFP deadline?

A. Your budget request does not need to be Board approved; however, your figures should not drastically change from the time your application is submitted to the time the grant award is issued.

Q14. For the recent 2017–18 allocation, our Board Chair was listed as the authorized official, and I signed as the Financial Official. Is it okay for me to sign as both? Per the form on page 122 of RFP, it now lists that the CEO/ED can be listed as authorized official. I'm essentially the CEO, CFO, COO, CMO, CDO, etc.

A. Since you serve as the Financial Official, it is recommended that you have the Board Chair sign off as the Authorized Official to support separation of duties.

Q15. Where can I find the Budget Planning Form and Budget Narrative template?

A. The Budget Planning Form and Budget Narrative template can be accessed on the [Grants Opportunities page](#). If you click on any one of the subgrant opportunities, you will find the template under the Documents section; the form is the same under each of the AEFLA opportunities. The Budget Planning Form and Budget Narrative template is an Excel document and includes two tabs: Budget Planning Form and Budget Narrative Template. Please complete both tabs.

Q16. The Total Admin. Federal formula at the top of the Budget Planning Form is not calculating correctly?

A. An updated Budget Planning Form and Budget Narrative template is now available on the [Grants Opportunities page](#). If you click on any one of the subgrant opportunities, you will find the template under the Documents section. The Budget Planning Form and Budget Narrative template is an Excel document and includes two tabs: Budget Planning Form and Budget Narrative Template. Please complete both tabs. Updates to the form include: 1) Updated the Total Admin Federal (cell E3) to include the SC Works Infrastructure amount and 2) Inserted a conditional formula to notify users if their Total Admin Federal (cell E3) is more than the 5% Admin that is calculated in cell C2. If cell E3 is highlighted in red, you will need to lower the amounts you have entered for administrative costs.

Q17. Who is the authorized official – the Director, CFO, or Superintendent?

- A. The authorized official is someone who has the authority to enter into legally binding contractual agreements on behalf of the applicant entity. This is typically the Superintendent and/or Director of Adult Education.

PROGRAM MANAGEMENT

Q1. Do state and/or federal regulations require a minimum number of hours that an adult education program should run in order to teach students? What is considered sufficient intensity and duration?

- A. Each adult education program, based on substantiated data, have target populations for service. Program considerations in serving the identified populations are; available resources, feasible locations, settings, availability of instructors and other factors as determined locally. Adult education is an individualized and voluntary program. Intensity and duration for participants to achieve substantial learning gains and meet the required instructional hours is determined by each program in accordance with state guidelines.

Intensity and duration are defined as: “services that are of sufficient intensity, (rigorous instruction), that is based on the needs, interest (HSD, HSED, Career Pathway, Integrated Education and Training), and availability of students; and of sufficient duration (hours and length), to make sustainable changes in the students’ educational functioning level.

Research shows that, depending on the student's educational level, it will take on average 152 to 173 hours of instruction to advance one educational level. Adult education programs use available research and student needs to determine the programs offering and scheduling of services. Programs provide day and evening classes to accommodate the lives of adult students who are working and/or have families.

To ensure that students have available sufficient instructional hours to achieve measurable skill gains, adult education programs must offer, at a minimum; thirty hours of instruction to students who enroll in adult secondary education or career readiness preparation classes; 40 hours of instruction for students enrolled in adult basic education; and 60 hours of instruction for students enrolled in English as a Second Language.

SERVICE AREA

Q1. Currently, there are other adult education providers in my county. How should I define my service area?

- A. You can focus on the demographics related to the area(s) you are proposing to serve. When discussing the area, you can focus on the district itself, the cities, zip codes, or whatever is most appropriate in conveying your message.

Q2. How should I submit an application if I want to serve more than one district or county?

- A. You should submit one application to include all of the counties or service areas your organization wishes to serve.

DATA

Q3. As a current adult education provider, what data should I use?

- A. You may want to use any data/information that you may have access to from past initiatives (i.e., Learn 2 Earn). You may also consider surveying past students to gather outcome data. Another option may be to contact the SC Department of Employment and Workforce (SCDEW) directly to request a data match on your organization's behalf.

Q4. Can you use any two consecutive years out of the past 5?

- A. Yes, you can use any two consecutive years of data as long as the data is within the past five years.

Q5. My organization has been a subrecipient of Adult Education funds in the past. Can we use data from that partnership?

- A. If your organization served as a subrecipient of AEFLA funds in the past, then you can use *your* applicable data that is reflective of the time in which your organization was a subrecipient of AEFLA funds. In your narrative, please explain the partnership that exists or existed between your organization and the partner organization.

DEMONSTRATED EFFECTIVENESS/PAST EFFECTIVENESS

Q1. Page 59 has a screenshot that references the Demonstrated Effectiveness Documentation. Is this a separate document from Consideration #3? Should we reflect more than two years of effectiveness in this part? Do we still adhere to the 12 point font, margins, etc.? Does it need to be in narrative form?

- A. Demonstrated effectiveness is a prerequisite to being considered an eligible applicant. Organizations must be able to demonstrate effectiveness in serving those in need of adult education and literacy services in order to be eligible to apply for the subgrant. Past effectiveness also takes into account an organization's ability to serve eligible individuals. Past effectiveness, however, is one of the 13 considerations that applicants have to respond to. You have to provide two consecutive years of data, within the past five years, for both Demonstrated Effectiveness and Past Effectiveness. It is not required to provide more than two years of data. When providing the Demonstrated Effectiveness documentation, please adhere to the same Application Narrative Format requirements as outlined on page 26 of the RFP.

Q2. Where do I find the requirements for documenting demonstrated effectiveness?

- A. See page 53 of the RFP for instructions on how to document demonstrated effectiveness.

Q3. Can we use the same document for the Demonstrated Effectiveness in the Primary Applicant Online Form and Past Effectiveness Chart in the AE Online application?

- A. It is up to you as to whether or not you want to use the same document in both the Demonstrated Effectiveness section and the Past Effectiveness section. Please ensure that you are fully responding to the questions under Consideration #3. There are variances in the requested information for both sections.

Q4. Under Past Effectiveness, is there an electronic template?

- A. There is a Past Effectiveness template (see pages 114–116) in the RFP. If you choose not to use the form, you can provide data and information in narrative form and/or create your own table or chart for Consideration #3. When providing your response, please indicate if you have completed the Past Effectiveness Chart as a part of your response.

Q5. As a current provider of adult education and literacy services, what data can we use to show Demonstrated Effectiveness and for Past Effectiveness?

- A. You may want to use any data/information that you may have access to through LACES and from past reports (Desktop Monitoring Tool, Transition Specialist Accountability Report, etc.) and initiatives (i.e., Learn 2 Earn). You may also consider surveying past students to gather outcome data. Another option may be to contact the SCDEW directly to request a data match on your organization's behalf. Additional information on how to query data from LACES is provided in the next question.

Q6. As a current provider of adult education and literacy services, how can we pull data from the Literacy Adult Community Education System (LACES) to provide the Demonstrated Effectiveness and/or Past Effectiveness information?

- A. If your program is currently receiving AEFLA funds, you can complete the Past Effectiveness Chart using your own methods or by using the below query information. You will not receive additional points nor will points be deducted based on the data reporting method you choose. Whichever method you apply, please be consistent in pulling the data. Data referenced in each section (i.e., Educational Functioning Level; High School Credential Outcomes; and Transition Outcomes) should all be for the same year. Remember, you are required to show two consecutive years of data within the past five years.

In most cases, Past Effectiveness data will be the same or similar to the Demonstrated Effectiveness data. Please read instructions carefully when responding the Past Effectiveness consideration and the Demonstrated Effectiveness requirement. The requirements are similar, yet different. In addition, Demonstrated Effectiveness is submitted as a part of the Primary Applicant Online application while Past Effectiveness is submitted as a part of the narrative and uploaded to the respective subgrant online application.

If you have access to Literacy Adult Community Education System (LACES), you can follow the below instructions for pulling Past Effectiveness data:

Educational Functioning Level (EFL) Outcomes

The EFL Outcomes section can be completed using your program's Table 4 for the two consecutive years.

High School Credentials Outcomes

For the High School Diploma outcome, you can use the total students in L5 and L6 (ASE Low and ASE High) who have the primary program of Adult High School to complete the

number enrolled cells. For the number earning certificate cells, you can run a “met” goal query for each Obtain Secondary School diploma goal during the year in question.

For the High School Equivalency Diploma outcome, you can use the total students in L5 and L6 who DO NOT have the primary program of Adult High School to complete the number enrolled cells. For the number earning certificate cells, you can run a “met” goal query for each Obtain HSE during the year in question.

Transition Outcomes

For this section, you can use L5 and L6 EFLs to complete the “number enrolled” cells. You can then use the past reports (i.e., Desktop Monitoring Tool, Transition Specialist Accountability Report, etc.) and initiatives (i.e., Learn 2 Earn) to calculate the number transitioned to both post-secondary and workforce. The percentages of transitions can then be entered based on this information.

CAREER PATHWAYS & INTEGRATED EDUCATION & TRAINING (IET)

Q1. What are the three components in Consideration 8?

- A. Page 32 of the RFP, Question 8b, indicates the three components of an IET: adult education and literacy, workforce preparation, and workforce training. Also, see page 83 of the RFP.

Q2. There is a question that mentions an Integrated Education and Training (IET) and a career pathway. Are we supposed to come up with our own plan for this or is there a source for us to use for guidance?

- A. When developing a career pathway, an IET is not required. However, if you are developing an IET, it should be a part of a career pathway. Local adult education programs should develop their own plan for career pathways and/or IETs based the Local Workforce Development Plan in the program’s area. Below is a list of resources that may be of assistance to you:

[Career Pathways Checklist](#)

[LINC Career Pathways Resources](#)

[WorkforceGPS](#)

[COABE](#)

[Using Research to Design Integrated Education and Training Programs.](#)

ENGLISH LANGUAGE ACQUISITION AND INTEGRATED ENGLISH LANGUAGE/CIVICS EDUCATION (IEL/CE)

Q1. How do we apply for IEL/CE funds?

- A. The competition for the IEL/CE program will be issued under a separate RFP that will be released within the next month or two.

Q2. IEL/CE is listed as an option in the Adult Education online application (page 63 of the RFP). Do we check this or wait until the RFP is issued?

- A. No, you do not need to mark IEL/CE with a checkmark under the Adult Education activities/services in the online application. Organizations interested in the IEL/CE subgrant will apply through a separate RFP.
- Q3. Do the English as a Second Language (ESL) activities have to be in each county? My organization serves 3 counties and offers ESL at one location, but students also come from surrounding counties. So do we have to have classes physically in each county?**
- A. If your Adult Education program will serve a county that has an ESL population of 1,000 individuals or more, then you should provide access in that county to the ESL population. Only provided English language acquisition (ELA) activities in the neighboring county limits access and creates barriers for ESL students and potential students.
- Q4. Do ELA activities have to be a part of the main grant or just under the IEL/CE grant?**
- A. Per page 9 of the RFP, if your Adult Education program's service area has an ESL population of 1,000 individuals or more, you must provide English language acquisition ELA activities as part of the Adult Education program. See the Counties Required to Provide English Language Acquisition Services on pages 100–101 to determine if ELA activities are required. IEL/CE will be a separate grant and will have separate requirements.
- Q5. Should we cite that our county does not meet population requirement for English Language Learners?**
- A. If offering an ELA program in your county is optional, indicate in your narrative to Consideration #13 that your county does not meet ESL population requirements to offer separate ELA activities/services.

PARTNERSHIPS

- Q1. I have a small program. If there is a service that we don't do or can't do for a variety of reasons, can we show collaboration where we refer a person for service at another entity?**
- A. You can collaborate with a partner entity to provide certain services. That partner will be considered a contractor to your organization. Your organization will be responsible for ensuring the contracted partner meets state and federal requirements and adequately performs. If you will be subcontracting a portion of your adult education services and activities, you will need to complete and include in your application the *Partner Identification and Funding Request Form* on page 128 of the RFP for each partner institution/organization that your organization will contract with to provide adult education and literacy services and/or activities.
- Q2. For the Generational Family Services program, we may not be able to provide childcare onsite. Can we collaborate with and make referrals to outside childcare center?**
- A. Childcare can be provided by a partner onsite at your location or offsite at another location.

Q3. Who are the core partners?

- A. Refer to page 7 and 79 of the RFP. The core programs in South Carolina include:
- Adult, Dislocated Worker, and Youth programs – as administered by the SCDEW;
 - AEFLA – as administered by SCDE Office of Adult Education;
 - Employment Service (Wagner-Peyser) – as administered by the SCDEW; and
 - Vocational Rehabilitation – as administered by the SC Vocational Rehabilitation Department and the SC Commission for the Blind.

While the Adult, Dislocated Worker, Youth programs and Wagener-Peyser program are administered by SCDEW, program services are executed through SC Works.

Q4. Should we complete the Partner Identification and Funding Request Form on page 128 of the RFP?

- A. Page 55 of the RFP provides guidance on the Partner Identification and Funding Request Form. As applicable, include a Partnership Identification Form (page 128) or Generational Family Services. Program Partner Verification Form (page 129) for each partner institution/organization that your organization will contract with to provide adult education and literacy services and/or activities. You complete this form if your organization will be outsourcing a portion of your adult education services.

Q5. My program will have an agreement with another organization to provide services for ELL students if the need arises; however, we are not paying the other organization for the services being provided. We will just make a referral. Will we need to complete this form since we will not be paying the other organization for the services?

- A. Yes, please go ahead and complete the form since you will be outsourcing those services. You should just put \$0s for the dollar amount.

STAFF

Q5. "Total Number of Staff (full and part-time) who will be supported by this subgrant" - p.63 of RFP. Can this include all staff even though we might not track them for this grant?

- A. Yes, please include all staff regardless of the funding source in your Total Number of Staff.

Q6. Does the total number of staff include administrative staff?

- A. Yes

Q7. Can the Transition Specialist also be the CCN?

- A. Through the RFP, the Office of Adult Education has implemented a name change for Transition Specialists. Transition Specialists will now be referred to as College and Career Navigators (CCN).

Q8. Which specific "Key Staff" resumes is the RFP requesting?

- A. Page 55 of the RFP provides guidance on including the résumé or curriculum vita of key leadership as an appendix item. You should include a résumé or curriculum vita for the applicable leader for the proposed program (i.e., the Adult Education program director, the

Corrections Education program director, and/or the GFS contact person). You can also include the resume of your assistant program director and/or lead teacher. Limit each résumé or curriculum vita to 2 pages.

Q9. If submitting an application to serve more than one county, do I need to have a full-time College and Career Navigator in each county.

- A. No, you do not have to have more than one CCN. That is up to you to have more than one CCN to serve multiple counties. Your CCN is program-based, not necessarily county-based.

APPENDIX ITEMS

Q1. On page 106 of the Pre-Award Audit Questionnaire, it states under Required Documents: "The entity should have the following documents available to help facilitate the pre-award audit." Should the documents be submitted with the questionnaire?

- A. You do not need to include any of the "Required Documents" as a part of your Pre-Award Audit Questionnaire submission. If your entity is selected for a pre-award audit, you will need to have the required documents available for SCDE to review during the audit. If you have specific questions about the Pre-Award Audit Questionnaire, please feel free to email auditingervices@ed.sc.gov.

Q2. Is there a template or form for the W-9?

- A. See page 53 for directions on how to access a W-9 form.

Q3. Do we need to apply for a separate Tax Identification Number (TIN) for our adult education program or can we use the school district's TIN?

- A. If your adult education program serves as its own fiscal agent, you need to have a separate TIN. If your school district is the fiscal agent for your adult education program, you should use your school district's TIN.

Q4. Is there a template or form for the policies to accommodate students and staff with disabilities?

- A. The accommodations policy should be the policies and procedures your organization has in place.

Q5. GEPA – How would a program determine if potential barriers should be addressed? Do you address all six barriers that may impede equitable access?

- A. Per page 127 of the RFP, GEPA Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from

such access or participation in the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

RUBRIC

Q1. On page 22 of the Corrections Education rubric, Considerations 10. & 11. b. and c. are almost identical. Is this correct?

- A. 10. & 11. c on the Corrections Education rubric is incorrect. The correction has been made. An updated Corrections Education rubric is available on the [Corrections Education program page](#).