



STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

Adult Education and Family Literacy Act (AEFLA) Programs 2021–
25 WIOA AEFLA Request for Proposals (RFP) Competitive Subgrants

Frequently Asked Questions (FAQ)

Please Note: This FAQ is designed to clarify questions regarding applying for AEFLA subgrant funds. This FAQ is not a substitution for reading the [AEFLA RFP](#).

Demonstrated Effectiveness

Q1. What is demonstrated effectiveness?

A1. For an organization to be eligible to apply for a subgrant under AEFLA and be considered for funding, the organization must be able to demonstrate effectiveness in providing adult education and literacy activities. To show demonstrated effectiveness, applicants must provide data on performance records and participant outcomes. Once the OAE has evaluated each application's data on demonstrated effectiveness, it will advance only those applications that passed the eligibility screening for review and consideration for funding. Applications that did not include demonstrated effectiveness documentation cannot be further considered for funding. Please refer to the full definition of demonstrated effectiveness on page 78 of the RFP.

Applicants must provide a response to demonstrated effectiveness on the AEFLA Main Online application.

Q2. What is past effectiveness?

A2. Past effectiveness is the degree to which the eligible provider has been effective in the past, in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in [Section 116](#), especially with respect to eligible individuals who have low levels of literacy. In response to Consideration 3, applicants must provide data on performance records and participant outcomes that reviewers will use to score the applications. Please refer to the full definition of past effectiveness on page 83 of the RFP.

Applicants must provide a response to past effectiveness for each subgrant application.

Q3. Are demonstrated effectiveness and past effectiveness the same?

A3. Past effectiveness is not the same as demonstrated effectiveness. Past effectiveness is a consideration for awarding AEFLA funding. Demonstrated effectiveness is a requirement for an organization to be an eligible provider (i.e., eligible applicant) to receive AEFLA funds.

Q4. Is the demonstrated effectiveness documentation for the main application the same as the past effectiveness chart for Consideration 3? Can the same template be used for past effectiveness and demonstrated effectiveness?

A4. Instructions for the “WIOA Consideration 3: Past Effectiveness” chart are located on pages 109–111 of the RFP and can be used for demonstrated effectiveness and past effectiveness. However, Consideration 3 requires additional narrative regarding past effectiveness.

Q5. What are the dates to use for the Past Effectiveness Chart?

A5. The following dates should be used July 2018–June 2020

Q6. What page is the Past Effectiveness Chart on?

A6. Pages 109–111

Q7. Do we upload the demonstrative effectiveness for all applications for example Adult Education and again for Family Literacy or just once as part of the main application?

A7. Demonstrated effectiveness is included in the “AEFLA Main Application” and will only need to be uploaded once.

Q8. So you are saying that the OAE determines if demonstrative effectiveness has been met?

A8. Once the OAE has evaluated each application’s data on demonstrated effectiveness, it will advance only those applications that passed the eligibility screening for review and consideration of funding. Applications that did not result in a determination that the application was from an organization of demonstrated effectiveness cannot be considered for funding.

Q9. What is the OAE’s “acceptable demonstrated effectiveness” level?

A9. The demonstrated effectiveness requirement ensures that eligible applicants have experience and success serving adult learners during the period of July 2018–June 2020. The applicant’s effectiveness in serving this population will be evaluated and scored in Consideration 3 by independent reviewers.

General Application Questions

Q10. Do you submit a new program narrative for each additional subgrant request (Adult Education, Corrections, Family Literacy, and IEL/CE), or do you just submit one program narrative with additional attachments for each additional program?

A10. Each subgrant requires a separate narrative.

Q11. What should the email of intent include? If we are applying for more than one subgrant, do we need to send a separate email of intent for each subgrant or is one email okay?

A11. Please refer to page 51 of the RFP for email of intent guidelines. One email is sufficient. List the subgrants being applied for in a single email to adultedgrants@ed.sc.gov.

Q12. Is the entire rubric on page 86 of the RFP?

A12. The Selection Criteria and Reviewer's Scoring Rubric chart on page 86 only reflects the 13 Considerations and their respective available points. The full scoring rubrics for the reviewers and the LWDB can be located on the Grants Opportunities web page at www.ed.sc.gov.

Q13. Who is the authorized official? Is it the program director or the school district superintendent?

A13. The authorized official is the person who has authority to enter into legally binding contractual agreements on behalf of the applicant entity. In the case of a school district program, the authorized official will be the district superintendent. Typically, for a Community Based Organization, the authorized official would be the board chair or executive director.

Q14. If I list my superintendent as the authorized official on the AEFLA Main Application will he/she get all the emails although I'm actually the one submitting the grant? Does only the authorized official get the email?

A14. Correct. Please refer to page 55 of the RFP regarding entering the Authorized Official's Contact Information. It will be important to communicate with the individual denoted as the authorized official to be sure email confirmations are forwarded to the program director or other assigned person(s) in the applicant's program.

Q15. Is the organization website the program's website address or the district's (LEA) website address?

A15. The AEFLA Main Application asks for the applicant's organization web site address. The screen shot and instructions are located on page 54 of the RFP. This is an optional field.

Q16. Is the 25mb for each attachment or is the 25mb for all attachments in the entire application?

A16. The Main Application Online Form's file limit is 25mb and each individual subgrant program Attachments Online Form (Adult Education, Corrections Education, Family Literacy, and IEL/CE) is 25mb.

Q17. Can you explain the Non-Public School Consultation Form that is included in the required attachments? If I am not mistaken, this is not a form that was included in the previous RFP.

A17. This form has been removed from the RFP which has been updated and is posted on the Grant Opportunities page at www.ed.sc.gov. The form did not apply to AEFLA programs.

Q18. Can you save the online application and go back to it later?

A18. Yes. However, it is not a requirement in order to submit your application(s). Be sure to remember your password and securely save the hyperlink to the saved form. Staff of the SCDE does not have access to saved applications. A saved application is not a submitted application. Please refer to page 74 of the RFP.

Q19. Can SCDE or OAE retrieve passwords when we save documents?

A19. Passwords cannot be retrieved or accessed, so please write down or use a password that you are able to remember.

Q20. When PDF forms are attached and then the form is saved in order to be worked on more later, do the PDF attachments stay attached, or do they have to be reattached?

A20. Attachments are not saved when you select save and resume later. All documents will need to be reattached.

Q21. Can you save the authorized official email address in the application?

A21. If you must save your progress, please know that the email address of the authorized official will not be saved along with the attachments.

Q22. Can you print the entire application before submitting?

A22. There is no print button, but you may be able to print through your browser on the Data Review and Confirmation page. The attachments will not print; however, applicants can click the temporary link to view attachments.

Q23. Do you fill out the main application form twice? I don't see demonstrative effectiveness in the program specific FL screen shots on pg 62-64, but earlier it was stated that the demonstrated effectiveness is different for AE Subgrant and FL Subgrant?

A23. Applicants must provide a response to demonstrated effectiveness on the AEFLA Main Online application.

Q24. Is the Demonstrated Effectiveness Form the same form as the Past Effectiveness Chart? The RFP seems to use these terms interchangeably.

A24. Please see the response to Q1, Q2, and Q3.

Q25. Please discuss the required appendices. Are there specific ones for each grant?

A25. There are required attachments for the AEFLA Main Application online form. Please refer to page 67 of the RFP for more detailed information. Each subgrant also requires its own program-specific attachments. Please refer to pages 69–74 of the RFP for more detailed information. The complete list of these program-specific attachments may also be found in the document “Overview Table” for each subgrant on the Grants Opportunities page at www.ed.sc.gov.

Q26. Will the most recent application submission be accepted? In other words, will previously submitted applications be discarded?

A26. Yes, you may resubmit an application. The OAE will only consider the last complete submission by any given program.

Q27. Do we have to submit signatures electronically or can we get appropriate signatures and then scan in as a PDF?

A27. Electronic signatures are not required. For the Certification Signature Page, we have included an acceptable version for electronic signatures located on the Grant Opportunities Web pages for the appropriate subgrant program at www.ed.sc.gov. Applicants can also acquire signatures and scan the other documents as a PDF or Excel spreadsheet as applicable.

Q28. Can you provide your guidance and insight into the Partner Identification and Funding Request form found on page 116? Can you give an example of what this is for? Is this a required item in the appendices or do we only include it if it is applicable?

A28. Applicants will complete the Partnership Identification and Funding Request form as applicable, if they are contracting with an organization to provide adult education and literacy services and/or activities. The applicant will include funding provided to the partner to provide adult education and literacy services and/or activities.

Example: Applicant A has applied for AEFLA subgrant funds. Applicant A intends to partner with an institution/organization for adult education and literacy services. Applicant A funds the institution/organization for the services provided. Applicant A completes the Partnership Identification and Funding Request form based on the funding they will provide to the institution/organization.

Q29. Does the OAE plan to brief the readers on the effects that COVID-19 has had on local program performance and enrollment especially when looking at demonstrated effectiveness and past performance for 2019–20? Or should this be addressed in our narratives?

A29. Applicants should include any information necessary to substantiate the program's past performance in the application narrative. Evaluation of performance data will be a component of the reviewer's training.

Q30. Even prior to COVID, programs were experiencing low participation rates due to the employment rate. Do we include both of these variables in the narrative?

A30. Applicants should include any information necessary to substantiate the program's past performance in the application narrative.

Q31. Will programs receive annual notification from the OAE, like in the past?

A31. Grant Award Notifications (GANs) will be distributed annually. Continuation awards are contingent upon the subgrantee's meeting all reporting requirements and demonstrating substantial progress toward meeting project objectives and use of all funds requested in the previous grant award period

Q32. What is the award notification date?

A32. The OAE anticipates making award notifications in June 2021, with the subgrant period beginning on July 1, 2021. Please refer to page 3 of the RFP for the full timeline of the subgrant process.

Q33. The abstract asks for amount of funding requested. Is this a projected amount? In the previous grant, there was a maximum that we could request.

A33. Yes, it is a projected amount. Previously funded subgrantees may want to take into consideration previous funding through these subgrant opportunities. New applicants may submit a proposed budget. Award amounts will be determined per program based on the quality of applications received and total funding requested; awards may vary depending upon program size, population (number of anticipated enrollees), and number of subgrantees within the county service area. All applicants must understand that the OAE may negotiate budgets with subgrantees after the selection process is completed. Please refer to pages 2–3 of the RFP.

Q34. Adult Education Budget Planning Form on page 3 "Position Title- 186" and page 4 "Position Title- 223" there is not a STATE/OTHER column for listing our administrative positions. There is only a Federal funds column. Since the Total must match line 5 or 9 on the budget planning form; I have administrative positions in STATE/OTHER column from line 9 that I need to list salaries on page 4 and there is not a State/Other column.

A34. An updated version of the Budget Planning Form has been uploaded onto the Grants Opportunities web page at www.ed.sc.gov.

Q35. Do we enter state funds and local funds in other funds?

A35. Yes.

Q36. Over the course of the grant period, our indirect cost rate changes. Can we change the indirect cost rate from year to year even though in the grant request we had a certain rate?

A36. Yes. When annual Grant Award Notifications (GANs) are distributed to subgrantees, these documents will reflect the current indirect cost rate for each program.

Q37. As a Community Based Organization (CBO), do we only include staffing of those supported ONLY by federal funds? Or, all staff supported within our budget?

A37. All applicants, including CBOs, should paint a full picture by including all staff members in their application. On the Budget Summary and Budget Planning form, please indicate all funds related to staffing. List proposed federal funds in the first column and other funds in the next column.

Q38. May the provider determine the amount of hours required each week for College and Career Navigator (CCN) services?

A38. Yes, however the number of hours must be sufficient to fully meet the responsibilities outlined in the "Adult Education College and Career Navigator Job Description."

Q39. Are you looking for the school board policies for students and staff with disabilities?

A39. Yes, if you are in a school district.

Family Literacy

Q40. Can 5 of the 15 parent education hours also be the interactive literacy hours? For example: 10 parent education hours separate from children and 5 parent education/ILA hours with children that count for both parent education and interactive literacy?

A40. Each component has required hours of participation.

- *Parent Education: 15 hours monthly*

- *Interactive Literacy Activities: 5 hours monthly*
- *Early Care and Education: 16 hours or more weekly or as determined by the program*
- *Adult Education: the 40 (AE), 60 (ESL) assessment hours apply*

Five (5) of the 15 required Parent Education monthly hours may be blended with adult education hours, such as the CCN working with the students, reinforcing a skill in ABE classes, IET participation, etc. The 5 blended hours should be coordinated between the adult education and parent education instructor(s). Refer to pages 11–20 of the RFP.

Q41. If early childcare and education is not offered onsite, can interactive literacy hours be documented by parents doing the activities at home with their children or do the interactive literacy hours have to be in person with a parent educator or early care teacher?

A41. Ideally, the parent needs to be observed interacting with the child. If childcare is not onsite the alternatives are:

- *Schedule time(s) for the students to bring children to the Parent Education class for activities,*
- *Supply learning packets, books and journals for parents,*
- *Prepare mini lessons for the parent/guardian, and*
- *Use technology to view and guide home activities (e.g. Zoom, Google Classroom, Microsoft Teams).*

A method to follow the progress of the parent/guardian must be developed to ensure goals are being met and/or extended and new goals can be set. There should also be communication with the parent/guardian. The purpose of the ILA component is to guide and support parents as they learn and practice new skills. Refer to pages 11–20 of the RFP.

Q42. Are responses to Consideration 8b, c, d in the narrative required for the family literacy grant?

A42. Yes, however, 8b is optional. If you choose to respond include additional language to describe how family literacy participants would be encouraged to participate in program sponsored IET's/career pathways. Applicable specific information should be provided for students who are parents or guardians. These students are the targeted population. Applicants should review each consideration for requested information germane to Family Literacy. Refer to pages 30–44 of the RFP.

Q43. If we decide not to write the grant at this time, can requests for family literacy funding be submitted or the grant be written mid-cycle, or would we have to wait until the next time the RFP comes out?

A43. The applicant would need to wait until the next grant cycle. The next anticipated AEFLA grant cycle will begin in 2025.

Q44. Is the one-to-one match requirement new?

A44. The one- to-one match is not new. Refer to pages 2 and 12 of the RFP.

Q45. If a program wanted to partner with another agency to expand the reach of the family literacy program where some students would be family literacy students (parents in adult ed) and others were not, could the funds be used?

A45. Yes, as long as the students are enrolled adult education participants.

Q46. How do programs that have not previously had a family literacy program show past effectiveness?

A46. An eligible provider that has not previously received Family Literacy subgrant funds must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes. Family Literacy applicants must provide a narrative and or chart showing experience and effectiveness in working with parents in the areas of parenting, literacy and numeracy. Refer to page 78 of the RFP.

Q47. Is demonstrated effectiveness only uploaded once in the main application grant for adult ed subgrant or is a different demonstrated effectiveness document required for FL?

A47. Refer to Q.5.

Q48. Where do we find the Family Literacy Site information form in the RFP?

A48. The Family Literacy site information form can be found on page 129 of the RFP.

Q49. We have more than one family literacy site, and instructional schedule differs. Do we complete schedules and family literacy models and separate them by site?

A49. A schedule should be created for each site, and the model used should be cited, For example: Site Name, Segmented Model Schedule or Site Name, Incorporated Model Schedule. Refer to pages 11–20 of the RFP.

Q50. What is the time frame for the Family Lit program? Does it have to be 60 hours, a certain length of time, etc.?

A50. The duration of an individual's participation in a Family Literacy program should coincide with the duration of the individual's participation in the Adult Education program. Extending participation in Family Literacy is a local program decision once the individual has received a secondary credential. Refer to pages 11–20 of the RFP.

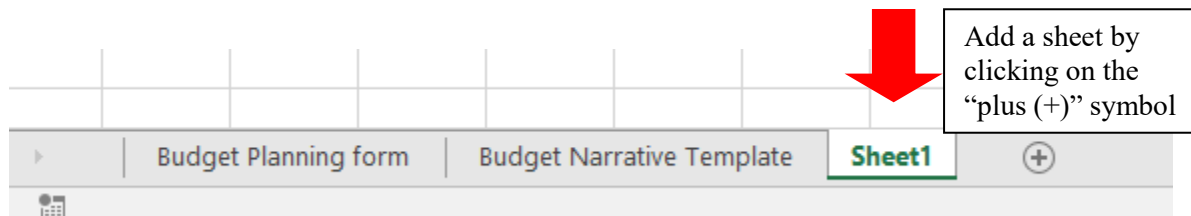
Q51. On page 25 of the RFP, it says the Support Staff (childcare staff) is an allowable cost for Family Literacy Federal Grant Funds. Does this mean that if we offer onsite child-care as part of the family literacy program and are awarded the family literacy subgrant that we can use the funds to pay the childcare staff's (onsite early care and education teacher and assistant teacher) salary/benefits?

A51. Yes. Childcare on site staff is an allowable cost (salary and benefits).

Additional FAQs added on 4/2/2021

Q52. The budget narrative will not allow ample space for the written response. Is it permissible for applicants to type "see attachment" in that box and then type their response in a separate document to be uploaded as a part of the budget narrative pdf?

The Budget Planning Form and Budget Narrative document must be uploaded as an Excel file. It is permissible for the applicant to add an additional sheet to the Budget Planning Form and Budget Narrative document to complete the required narrative.



Q53. Does the Budget Planning Form and Budget Narrative document require signatures?

A53. Being that the budget narrative and planning documents are proposals, award amounts may change. Signatures on the Budget Planning Form and Budget Narrative document will not be required during the application phase but will be required during the post-award process.

Q54. May programs use peer tutoring across all subgrants?

A54. Peer tutoring is only an allowable cost for Corrections Education. The peer tutoring definition in the RFP references institutionalized individuals specifically. Peer Tutoring is not an allowable cost for the other subgrants (Adult Education, Family Literacy and IEL/CE). Peer tutoring is incorrectly listed as an allowable cost for Adult Education, Family Literacy and IEL/CE sub grant on page 121 of the RFP. View Appendix A: Definition of Terms Used, page 84.

Peer Tutoring—An instructional model that uses one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction, and monitoring progress.

Q55. Where should applicants upload the Certification Signature Page?

A55. The Certification Signature Page should be uploaded onto the Main Application form as an attachment.

Q56. Who should I contact with RFP questions and concerns?

Adult Education Subgrant Contact:

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