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Alabama Adult Education Request for Funding Proposal (RFP)

Frequently Asked Questions (FAQs)

PY 2024-2028 Request for Proposal

If you do not see a response to your question, the answer is in review by state staff.

Please check back later for a response.

FAQs have been categorized and alphabetized (by category) for your convenience.

The first column contains topics which will help you locate questions and answers faster.

| Category | Question | Answer |
| --- | --- | --- |
| Adult Education Services | Is a provider required to provide all adult education services (i.e., adult education and literacy activities, English language acquisition activities, family literacy activities, etc.) | If a provider applies and is approved for Section 231 funding, then the expectation is that the provider will provide the services outlined above. If a provider only provides for Section 243 funding, then the expectation is that the provider will provide all the services for IEL/CE, which include civics education and integrated education and training, as well as English language  literacy services for the IEL/CE population. |
| AEFLA Link | For Document L, I attempted to open the AEFLA link, which tried to take me to a SharePoint file, which I am unable to access. Could this possibly be placed on the ACCS website instead for easier access? And if not, how can I access it if I can't get into Microsoft? | Here is an alternative AEFLA Link:  <www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aefla-resource-guide.pdf> |
| AEFLA Link | In the FAQ's, you placed a link for the AEFLA in response to another submission. I have tried opening the link directly from the FAQ document and have tried copying and pasting in my browser. However, I can not get it open either way.  Is there a way to access the document other than that link?  Does it require permission?  Could an updated link or alternative method be provided? | Try this link: [aefla-resource-guide.pdf (ed.gov)](https://aefla.ed.gov/sites/default/files/2021-01/aefla-resource-guide.pdf) OR go to your web browser and search “Adult Education and Family Literacy Act (AEFLA) Resource Guide.” |
| American Community Survey (ACS) Data | Does the total number of individuals to be served per county (Guidelines and General Instructions- Appendix F) include the number of individuals to be served with the IELCE grant? | The American Community Survey (ACS) Data table in the [*RFP Application*](https://www.accs.edu/wp-content/uploads/2024/04/RFP-231-225-243-Application-FINAL-2.docx) and [*RFP Guidelines and General Instructions*](https://www.accs.edu/wp-content/uploads/2024/04/RFP-Guidelines-4.1.2024-FINAL.pdf)lists the individuals per county ages 18 and older who have not obtained a high school diploma or equivalency. If you plan to serve the IEL/CE population, you will need to use US Census data, county profiles, history of students served and other applicable documents to determine the need in your area. |
| American Community Survey (ACS) Data | For question 5 (Capacity Chart), does this number come from the ACSCN chart on questions 2 & 3? | The number for the Capacity Chart comes from the anticipated NRS participants to be served by your program in PY24-25. This number will most likely be different from the Targeted Population demonstrated in the ACSCN. |
| American Community Survey (ACS) Data - ACFSC | Is the expected number of students to be served correct for Autauga County on Appendix F? | The correct number is 259.3 (not 2593), 5% of the need. |
| Application - Due Date | When are the Request for Funding Proposal (RFP) application and required documents due? | All Request for Funding proposal documents are due by 4:00 p.m., CST, on May 3, 2024. Applicants are required to submit an electronic copy of the application to [AERFP2024@accs.edu](mailto:AERFP2024@accs.edu). You will receive an email reply confirming your submission. |
| Application – Format | The application I downloaded was in PDF form. How can I get a fillable application? | Go to the RFP website (<https://www.accs.edu/ae-rfp/>) and click on the application again. You should be able to access a fillable Microsoft Word version. |
| Application – Funding Sources | If an organization wants to apply for ABE funding (Section 231 funding), and IEL/CE  Funding (Section 243 funding), should the organization complete only one application? | The RFP application for FY 2024-2028 includes multiple funding streams. Applicants statewide who provide different adult education services will all be using a single application.  Refer to the RFP Instructions and Application Submission Checklist in the [RFP Application](https://www.accs.edu/wp-content/uploads/2024/04/RFP-231-225-243-Application-FINAL-2.docx) to determine what to submit. |
| Application – Location | When will the Request for Funding Proposal (RFP) application be posted and where can I find it? | All Request for Funding proposal documents are located on the RFP website <https://www.accs.edu/ae-rfp/>. They were made public April 2, 2024. |
| Application – Prior Applications | Can ACCS AE provide previous RFP copies to applicants? | ACCS Adult Education will not be providing copies of former RFP packages to applicants. |
| Application Questions | What is the process for getting a question answered once the Title II Adult Education Request for Funding proposal has been released? | Submit your question in writing, via email, to [AERFP2024@accs.edu](mailto:AERFP2024@accs.edu) and place Adult Education RFP Question in the subject line. The answers will be placed in the Frequently Asked Questions (FAQs) document on the Adult Education RFP Website, <https://www.accs.edu/ae-rfp/>. |
| Bidders’ Conference | Will the Bidder’s Conference webinar be recorded and placed on the RFP page? | Yes, the webinar will be recorded and uploaded to the ACCS RFP webpage,  <http://www.accs.edu/ae-rfp>. |
| Budget – Additional Funding Sources | 1. For programs applying for additional funding sources, 225 and/or 243, I see that Question 4 on page 11 should not be answered. 2. Similarly, should Table C.1 also not be completed if we are applying for additional funding (225/243)? Or should we only complete the first column for 231-General Services? | 1. Correct. Only answer for 231 funding.  2. All columns should be filled in to indicate the amount of 231 funding that will be expended (if any---can use zeros) on Corrections/Institutionalized and IEL/CE. Then the budget total should be requested. |
| Budget – Anticipated Costs |  | Include all anticipated costs for FY 24-25. |
| Budgeting – 2% Cost of Living Increase | When budgeting, do we go ahead and budget with the assumed 2% raise for the next fiscal year? | Yes, when budgeting please include the 2% cost of living increase for the employees that will be retained for the 2024-2025 program year. |
| Budget – Career Training Certifications | What costs associated with Career Training Certifications go on that line? | Please refer to the *[Adult Education Procedure Manual](https://www.accs.edu/wp-content/uploads/2024/03/AdultEdProcedureManual-Revised02.06.2024.pdf)* for further clarification on the Career Training Certification line item. |
| Budget – Cost per Student | I see that we are allowed a cost of $808 per participant for federal funds. Can you tell me what we are allowed for state funds? | Please refer to the RFP Application. It states, “the estimated cost per student should not exceed $808.” This amount is applicable for all budgets. |
| Budget – Cost per Student | In the RFP application, it states that the $808.00 is the current program year State average cost per student (CPS). How should we use this amount? | Example: If you plan to serve 100 students in a 12- month period and the cost per student is $808, you should request $80,800 (100 students x $808). Your cost per student should not exceed $808 but may be less than $808. |
| Budget – Funding Period | What time period should be used to develop the Budget Form (Application- Document C1, C2, & C3)? | October 1, 2024 – September 30, 2025 |
| Budget – Funding Period | On Document B, in the total salaries and benefits columns, should we calculate for 1 year? | All calculations should be reflective of the 12- month funding period. |
| Budget – IEL/CE | Are the Integrated English Literacy Civics Education (IEL/CE) funds limited to specific applicants? | No, any applicant that is considered to be an eligible provider may apply. Also, an applicant is not required to apply for adult education funds (Section 231 funds) to be eligible to apply for IEL/CE funds (Section 243 funds). However, as a reminder, section 231 funds may also be used to provide IEL/CE services to English Language Learners (ELL). As an applicant, even though you may not be applying for section 243 IEL/CE funds, it does not release you from the responsibility of providing IEL/CE services to ELL students that are in your program’s service area. |
| Budget – Indirect Costs | What are Indirect Costs, and is an eligible provider allowed or required to have Indirect Costs? | An eligible provider is not required to request Indirect Costs. An indirect cost rate is allowable under the Workforce Innovation and Opportunity Act (Title II Adult Education and Family Literacy Act) if the entity making the request has an approved restricted indirect cost rate from the U.S. Department of Education.  The term “restricted” reflects that the WIOA Title II Adult Education Grant is a supplement, not supplant, grant. The ACCS Adult Education Division can allow or disallow the indirect cost rate or can cap the indirect cost rate as determined by the federal regulations in the Education Department General Administrative Regulations (EDGAR), and the Uniform Grant Guidance (UGG) management rules that apply to all awards issues by all federal awarding agencies. This guidance has been provided and interpreted by Brustein and Manasevit, PLLC Attorneys at Law for the State of Alabama. |
| Budget – Indirect Costs | If an eligible provider has an approved, restricted indirect cost rate from the U.S. Department of Education, how can the provider request to use the indirect cost rate? | Documentation of the restricted, negotiated, approved indirect cost rate must accompany the provider’s application that is making the request. This should be submitted as an RFP attachment, with a cover letter addressed to:  David Walters  Vice Chancellor of Adult Education, Special Projects, and System Initiatives  Alabama Community College System |
| Budget - Indirect Costs/Administrative Costs | Can an eligible provider request both an indirect cost rate and the traditional 5% administrative costs? | No. If an eligible provider is approved for an indirect cost rate, all administrative  costs would be included in the indirect cost rate. |
| Budget – Occupancy Costs | Would Occupancy costs (allocated rent/utilities, etc.) for program locations go under Communications and Operations? | Any rent should be classified as Rental of Non-Public Facilities and a signed agreement must be submitted to support the amount before any rent can be paid. The line item of Rental of Non-Public Facilities will be included in the actual budget if an allocation is made. For the purpose of the RFP, include it in the Operating Costs. |
| Budget – Outreach Transportation | What is Outreach transportation? Is this for the students or for staff traveling to other (Non –Agency) program sites? | Outreach transportation is for students. Please see the [*Adult Education Procedure Manual*](https://www.accs.edu/wp-content/uploads/2024/03/AdultEdProcedureManual-Revised02.06.2024.pdf) for further clarification on Travel versus Professional Development as it relates to staff travel. |
| Budget – Personnel Costs | Would personnel costs (salary/benefits) for the Program Director be included in the same line with the instructors? What about salary/benefits associated with Career Training instruction? | The salary and benefits line items on the RFP application Budget Form, Document C, should include the total combined salary and benefits for all adult education staff. You should individually list all adult education staff along with their respective salaries and benefits on the Personnel Report, Document B. |
| Budget – Rental of Non-public | The Rental of Nonpublic Facilities is not listed on the Indirect Cost, Table D.1. Where should we list this on the application? | For the purpose of the RFP, please place anticipated rental cost on the communications and Operations line item. An actual budget will require a separate line item and copies of the signed rental agreements. |
| Budget – Professional Development | Directors and instructors will be required by ACCS AE to complete 12 hours of Professional Development (PD) annually. Do we need to budget for 12 hours of PD? | Yes, you should budget for 12 hours, which is the required annual number of professional development hours. After the competition is complete and all providers have been selected, there will be more information provided regarding professional development plans for the RFP period. |
| DUNS Number - UEI Number | Hello, my college's CFO said that DUNS was replaced in 2022 by the UEI number, so will the application be updated to reflect this? | UEI numbers are currently being used. The federal government phased out the use of the DUNS number in April 2022. From that date forward, all businesses registering with SAM.gov are assigned and required to utilize the UEI number. |
| Effectiveness (Demonstrated/Past) | What is the difference between demonstrated effectiveness and past effectiveness? | Demonstrated effectiveness is an applicant’s ability to demonstrate performance in providing literacy activities to individuals with low levels of literacy in the  content domains of reading, writing, mathematics, and English language acquisition, as well as its record related to eligible individual’s transitional outcomes in the areas of employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. The ACCS will review the applicant’s response to the Demonstrated Effectiveness Chart and narrative to determine if an applicant has demonstrated effectiveness to be considered an eligible applicant.  Past effectiveness is an eligible applicant’s demonstration of its past performance in improving the literacy of eligible individuals and in meeting State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy. Based on the ACCS AE requirements, in order for an eligible applicant to demonstrate effectiveness with its past performance, an eligible applicant must meet a performance threshold of 30% or greater in each of its performance categories of the Past Effectiveness Table (Document E of the RFP applications and Appendix I of the [*RFP Guidelines and General Instructions*](https://www.accs.edu/wp-content/uploads/2024/04/RFP-Guidelines-4.1.2024-FINAL.pdf)). If an eligible applicant does not meet or exceed the threshold of effectiveness (as required by the ACCS AE) in each of the performance categories, the eligible applicant may continue with the application process, but with the understanding that if approved as a provider, the applicant will be placed in a probationary status. The probationary status will include technical assistance and other forms of intervention to maintain effective program management. Failure to demonstrate improvement within the probation period (July 1 – June 30) could negatively impact the provider’s ability to complete the three-year funding cycle of the RFP. |
| Eligible Applicant | What is the definition of an eligible applicant? | An eligible applicant is an organization that can demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners in the domains of reading, writing, math, and/or English language acquisition. These organizations may include, but are not limited to:   * Local educational agency * Community-based organization or faith-based organization * Volunteer literacy organization * Institution of higher education * Public or private nonprofit agency * Library * Corrections or institutionalized agency * Public housing authority * Nonprofit institution not described in (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individual * Consortium or coalition of the agencies organizations institutions libraries or authorities described in (a) through (h) of this section * Partnership between an employer and an entity described (a) through (i) * Other |
| English as a Second Language | Since the GLE for ESL range from K-8, do we leave ELA Levels 9-12 blank on Document E? | For the purpose of demonstrating the number served, please enter the ESL students enrolled in Levels 1-4 and the students in Levels 5-6 on Document E. |
| Formatting - Charts | Will the RFP format allow us to add charts? |  |
| Formatting – Page Limits | Is there a page limit for the application? | There is not a set page limit for the application. Answers should be fully developed and thorough enough to enable the reader to understand how the applicant is addressing each consideration. However, please develop sufficient, concise answers that are considered reasonable, necessary, and adequate to the question. We suggest a limit of 500 words per answer. |
| Formatting – Text Limits | Will the RFP application automatically stop us at 500 words per section, or is it our responsibility to manage the word count? | There is not a text limit for each section. We suggest a limit of 500 words per answer.  You don’t have to manually count the words. Use Google or Bing to look up a word counter. Paste your text in it, and it will tell you how many words you have typed. You can also open a Microsoft Word document and paste your text in it. You can see word count in the bottom left of your screen. |
| Formatting - Bullets | Are bulleted responses to all the questions acceptable? | Bullets are not recommended within the Word document. You can use characters (\*>+) if you need to make a list. Providing list responses only to all the questions may not allow the reader to fully conceptualize the response. |
| Formatting - Charts | Do all charts need to be on a separate document since they will not work on the application? | Put the chart in a Word document and make it an attachment. Per the *RFP Application* under “Responses, Formatting, and Submissions”: “Each attachment must reference the section or subsection number to which it corresponds.” |
| Formatting – End Notes | When trying to type or copy/paste information for the narratives, it no longer allows endnotes. Will this be adjusted because there are some places where we are asked to cite sources? | Type your sources below your main text. If you need to list them, see Formatting – Bullets. |
| Formatting - Graphs | How do I add a graph to my application? | Put the graph in a Word document and make it an attachment. Per the *RFP Application* under “Responses, Formatting, and Submissions”: “Each attachment must reference the section or subsection number to which it corresponds.” |
| Formatting - Tables | Is there a way to insert a table into the grant application? I have a lot of data that's much easier to read in table form, but I'm not seeing a clear way to put it into any of my narratives. | Put the table in a Word document and make it an attachment. Per the *RFP Application* under “Responses, Formatting, and Submissions”: “Each attachment must reference the section or subsection number to which it corresponds.” |
| Formatting – Tables – Add Rows | How do I add additional rows for classes to Document A, Proposed Service Area?  It does not automatically add them when tabbing in the last cell, and it will not allow the addition of rows to the document. | Create a table in a Word document and make it an attachment. Per the *RFP Application* under “Responses, Formatting, and Submissions”: “Each attachment must reference the section or subsection number to which it corresponds.” |
| Grade Level Equivalency | Since the GLE for ESL range from K-8, do we leave ELA Levels 9-12 blank on Document E? | For the purpose of demonstrating the number served, please enter the ESL students enrolled in Levels 1-4 and the students in Levels 5-6 on Document E. |
| IEL/CE – Funding | If you're doing 231, do you include ELL population separately or included with overall served number? For example, serving 2,770 with 130 ELL or just one number to include both groups. | For the purpose of cost per learner, all students should be added together. |
| Institutionalized/ Corrections – 100% Incarcerated Population | Is it necessary for a 100% incarcerated population to apply for 231 and 225? | An applicant who plans to serve only institutionalized or corrections populations should apply for Section 225 funding only. This indicates to the State Office and RFP readers that the entity’s entire student population is 100% institutional or correctional. |
| Institutionalized/ Corrections – Jails | Are city/county jails eligible for services under the institutionalized funds? | Yes, please refer to Corrections and Institutionalized Education and Training section of the [*RFP Guidelines and General Instructions*](https://www.accs.edu/wp-content/uploads/2024/04/RFP-Guidelines-4.1.2024-FINAL.pdf)*.* |
| Institutionalized/ Corrections – Rehab Settings | Are local substance and drug rehabilitation programs considered Institutionalized, and would these programs fall under Section 225? | WIOA Title II includes a requirement that states provide corrections education and education for other institutionalized individuals (Section 225). Corrections education is for criminal offenders (any individual who is charged with or convicted of any criminal offense) who reside in correctional institutions. Other institutionalized individuals are not defined in WIOA, but examples might include persons who reside in facilities operated by a state mental health agency or individuals in civil confinement institutions. |
| Institutionalized/ Corrections – Formerly Incarcerated or Transitional | For section 225, can funding be used to support those who are no longer incarcerated, but are in transitional programs and half-way houses? | Section 225 describes the adult education services that are provided to individuals that meet the definition of institutionalized. If a formerly incarcerated individual is in a halfway house or transitional programming when services are provided, then the 225 definition is met.  Section 225 services are supported through the Section 231 funding so it is not a separate funding source, it just has to be tracked separately. It is a U.S. Department of Education (USDOE), Office of Community, Technical, and Adult Education (OCTAE) requirement that an eligible entity can apply separately to offer section 225 Institutionalized programming only without applying to be the operator of section 231 funds. Therefore, the Request for Funding Proposal (RFP) application allows for the separate description of services to be provided that fall under the requirements of section 225 and also section 243. |
| Local Workforce Board | As an applicant, is it my responsibility to send the AE proposal material to the Local Workforce Board for determining alignment with the local area needs as identified in the Local Workforce Innovation and Opportunity Act Area plan? | No. Once your plan is received by the ACCS Adult Education Division it will be sent to the appropriate person representing the local workforce board. |
| Local Workforce Board - Signatures | Are applicants responsible for getting Document L completed and signed by the Local Workforce Area Board or is that Document completed by the Board after submission of the RFP? | See Local Workforce Board. |
| Notifications | When will applicants be notified if they have been selected as a provider? | Official competition result notifications will be provided to all applicants by June 28, 2024. |
| Optional Narrative - Correction | The optional narrative question for 243-IEL/CE in Consideration #3, is the same as the Optional Narrative for 225-Institutionalized/Corrections.  Should this question be the same, or is there a different question for 243-IEL/CE? | Please read Optional Narrative 3 - 243 IEL/CE as follows:  Based on questions 3.1 – 3.4 above, describe the past effectiveness of the eligible provider in improving the literacy of eligible IEL/CE program participants, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible English language learners who have low levels of literacy. |
| Part of Alabama Community College System | Is the Alabama Institute for Deaf and Blind (AIDB), EH Gentry school considered to be "part of the Alabama Community College System" (Note: If your organization is not part of the Alabama Community College System, please attach an audited financial statement covering the most recent two-year period)? | The Alabama Institute for the Deaf and Blind (AIDB) is not considered part of the Alabama Community College System. AIDB will need to submit an audited financial statement covering the most recent two-year period. |
| Personnel | Will applicants be allowed to have more than one director for the program? | Please review the Program Personnel section of the [*RFP Guidelines and General Instructions*](https://www.accs.edu/wp-content/uploads/2024/04/RFP-Guidelines-4.1.2024-FINAL.pdf)to develop your program’s personnel. |
| Referencing Other Questions | Can we reference a previous answer in a question? For example, under consideration 1, can we say that for corrections we will follow the same guidelines we use for traditional AE classes, along with X, Y, and Z, or do we need to rewrite the entire thing? | It is anticipated that the strategies for responding to the 13 Considerations for Corrections/ Institutionalized and IEL/CE would be different from the General Population strategies. Thus, an individual answer would be appropriate. |
| Scoring - Rubric | Can you post a copy of the rubric for scoring? | The 2024 Request for Funding Proposal (RFP) scoring matrix will follow similar scoring processes utilized for federal funding and federal monitoring. Because this single application is for potential providers to allow differing levels of services, total maximum points will differ.  Each response to the 13 Considerations, Optional Narratives, and IEL/CE Funding Proposal will each be evaluated. |
| Service Area – All Counties | If you are an applicant who serves all of the counties, should you check all of the counties on the application? | Yes, please check all counties you plan to serve. |
| Service Area - Institutionalized | If you are considered an institutionalized entity that serves students throughout the state of Alabama, how should you estimate the number of students to be served? | Utilize your knowledge of current and past referrals to estimate the number to be served. Consider any current and future changes that would influence the number being proposed. |
| Service Area – Multiple Counties | I serve counties in both Area 2 and Area 5. Do I need to check both boxes for service areas? | Yes, please check all counties you plan to serve. |
| Service Area – Percentage | How should an applicant apply to serve a percentage of an area? | Refer to the number of individuals who need to be served per county table (American Community Survey data - *[RFP Guidelines and General Instructions](https://www.accs.edu/wp-content/uploads/2024/04/RFP-Guidelines-4.1.2024-FINAL.pdf)*- Appendix F). |
| Services – Institutionalize/ Corrections | For section 225, can funding be used to support those who are no longer incarcerated, but are in transitional programs and half-way houses? | Section 225 describes the adult education services that are provided to individuals that meet the definition of institutionalized. If a formerly incarcerated individual is in a halfway house or transitional programming when services are provided then the 225 definition is met.  Section 225 services are supported through the section 231 funding so it is not a separate funding source, it just has to be tracked separately. It is a U.S. Department of Education (USDOE), Office of Community, Technical, and Adult Education (OCTAE) requirement that an eligible entity can apply separately to offer section 225 Institutionalized programming only, without applying to be the operator of section 231 funds. Because of this, the RFP application allows for the separate description of services to be provided that fall under the requirements of section 225 and also section 243. |
| Tables - Formatting | Is there a way to insert a table into the grant application? I have a lot of data that's much easier to read in table form, but I'm not seeing a clear way to put it into any of my narratives. | Attach the table as a Word document. Per the *RFP Application* under “Responses, Formatting, and Submissions”: “Each attachment must reference the section or subsection number to which it corresponds.” |
| UEI Number - DUNS Number | Hello, my college's CFO said that DUNS was replaced in 2022 by the UEI number, so will the application be updated to reflect this? | UEI numbers are currently being used. The federal government phased out the use of the DUNS number in April 2022. From that date forward, all businesses registering with SAM.gov are assigned and required to utilize the UEI number. |