

Question #	Question	Answer
1	Item #10, Worker's Compensation Documentation and item #11 Disability Benefits Documentation, of the checklist, are listed as "encouraged", then, in the event we decide to include them in the Application Forms, should I upload them in the Submission Documents package? If not, please indicate where	The order or submission method will not count against any applicant, as long as all required documents are received on time. If you decide to include Worker's Compensation and Disability Benefits Compensation please upload them into the "Technical Proposal / Narrative and Workplan" box.
2	Is the Abstract meant to be a part of the 10-page narrative or is it its own separate document?	The Abstract is separate from the 10 page narrative.
3	If our program will be providing adult literacy education programs for immigrants who require Speakers of Other Languages (ESOL) education only - are they required to be preparing to take the NYS HSE exam?	No
4	Are we required to offer both Adult Basic Education (ABE) and Speakers of Other Languages (ESOL) education? Or can we offer only ESOL in our program?	Programs can choose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL.
5	ALE Performance Targets Chart 4, indicates a 49% target for NY High School Equivalency Diploma. If none of our participants are attending Adult Basic Education, will we be required to reach this benchmark?	No, if you are offering ESOL only, then you are not tied to the HSE benchmarks.
6	On page 10 of the RFP for ALE, under direct instruction requirements Component A, it states: 'Programs of Instruction must include Adult Basic Education (ABE) this includes reading and mathematics, ESOL and Adult Secondary Education and HSE equivalency test preparation with a minimum of 6 hours of instruction. Does this mean all programs applying for this ALE RFP have to provide direct service in all those areas: ABE, ESOL and ASE? Regarding the "6 hours of instruction," did you mean six hours per week of instruction?	Programs do not have to provide direct services in all areas. Instruction can be in one area or multiple areas. Programs are required to provide a minimum of 6 hours of instruction for each class per week.
7	On page 38 of the ALE RFP, second paragraph, it states: "In addition to providing the email address of the program contact on the application cover page, all programs applying to the RFP must include in their proposal narrative a second email address, the adult education email address, created and managed by the applicant's organization that serves as a secondary point of contact...." In an ALE consortium consisting of two nonprofit agencies, can that secondary email be for a partner organization's executive director, who works with the lead agency on the ALE contract?	Yes, the secondary email can be the Executive Director of a partner organization.
8	Page 54 of the RFP #6 states: "Describe the effectiveness of adult education instruction as demonstrated through the 2022/2023 NYRS Report Card or complete the Appendix 1a – Component A - Demonstrated Effectiveness Conversion Chart." Appendix 1A refers to FY 2023/2024 data yet programs with a report card are asked to discuss data from the 2022/2023 fiscal year. If a program has a report card, do we use the one from two years ago - fiscal year 2022/2023? Please clarify which fiscal year we need to discuss when answering question 6 proposed outcomes and accountability.	FY 2022/2023 should be used to complete question 6.

9	The Evaluation Categories listed on pages 53-55 don't align with the items on the Checklist on page 50, and neither quite align with the Submission Documents categories in the online form. For instance, what is the Project Description if not part of the Program Narrative? What is the page limit, why is it not on the Checklist, and where does it get uploaded?	The evaluation categories explain how your submission will be evaluated and scored. The Application Checklist is a reference guide that lists the required document that must be submitted to apply for Component A or Component B. The page limits and formatting specifications are located on page 53 of the ALE RFP: The Proposal Narrative and Budget Narrative are to be submitted on single-spaced 8.5" x 11" pages with one-inch margins. Charts/tables are not required to adhere to this standard. Use a Times Roman or Arial font in a 12-point size. Proposal Narrative - no more than 10 pages
10	Can you please provide guidance on how to organize our submission materials so we can be sure to label everything correctly and submit all materials the right place?	The order or submission method will not count against an applicant, as long as all required documents are received on time. Most of the application documents should be uploaded into the "Technical Proposal / Narrative and Workplan" box. FS-10 Budgets, Budget Narratives, and the FTE Worksheet should be uploaded into the "Cost Proposal/Budget" upload box. The MWBE package into the "M/WBE Package" upload box. Nothing needs to be submitted in "Submission Documents / Certifications." There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.
11	On page 42 of the RFP, a link for a Payee Information Form is provided. If I have previously completed this form and I am currently serving as the lead of a consortium, do I have to complete this form again?	Yes, a new Payee Information Form is required for the new ALE RFP.
12	The RFP refers to the 2022-2023 report card. Do you mean the 2023-2024 report card which is more recent?	FY 2022/2023 Report Card should be used.
13	For the section of Proposed Outcomes and Accountability, do we copy and paste our report card results into our answer? If so, does the report card count towards the 10 page limit?	Applicants can describe the effectiveness of adult education instruction as demonstrated through the 2022/2023 NYRS Report Card or complete the Appendix 1a – Component A - Demonstrated Effectiveness Conversion Chart. The report card does not count towards the 10 page limit.
14	Near the end of the RFP, the Program Information Form (PIF) is mentioned. Do we have to submit a Program Information Form with our application?	Yes, a PIF is required with the application.
15	On page 63, section b, the rubric states: "The applicant describes the quality of direct program instruction, student persistence, and meeting the 12 hours of intake." Does this ALE RFP require that programs provide 12 hours of intake?	Yes, 12 hours of intake is required.
16	Regarding page 50, which is the application checklist: In an ALE consortium, do all partner agencies have to submit worker's compensation document and disability benefits documentation or does just the lead agency do that?	Only the applicant/fiscal agent is required to provide the Disability Benefits documentation. Only the applicant/fiscal agency is required to provide the Workers Compensation documentation.

17	We are applying for Component A. If a program has a NYRS report card, then we do not have to also submit appendix 1A, the Demonstrated Effectiveness Conversion Chart. Is that correct?	Yes, that is correct. Applicants can describe the effectiveness of adult education instruction as demonstrated through the 2022/2023 NYRS Report Card or complete the Appendix 1a – Component A - Demonstrated Effectiveness Conversion Chart.
18	On page 53 re: page limits, it states the budget narrative can be no more than three pages. The budget narrative form begins on page 88 of the RFP and ends on page 96. There is space below each section (salaries, equipment, etc) to write. So does the three page limit mean we can write three additional pages beyond this 9-page budget narrative form?	Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget. A Budget Narrative must be completed for each FS-10 Budget, and submitted for each of the five budget years, at no more than 3 pages for each year. The table on page 88-96 will be deleted from the RFP. Please note that the Full Time Equivalency (FTE) Worksheet is linked on pg. 88 and should be completed for year one.
19	On page 99 there is a performance targets chart for component A. Do we have to submit this form? It is not listed on the checklist. If we do have to submit this form, what are you looking for in the 2025-2030 target column? Number of students we will serve in these categories? Percent of students we expect to make MSG in these categories?	Yes, it must be turned in. Include the number of students for each area that will be served that is included in your proposal.
20	Regarding proposed outcomes and accountability, page 55, line one states: "The Performance Target Worksheet included within the application must clearly indicate that program targets are consistent with NYS 2020-2025 targets...." I don't see a performance target worksheet. Can you state what page in the RFP that is found on?	The Performance Target Worksheet is available on pg. 99 of the RFP.
21	Regarding the work plan, page 3 states re: question 1: "Describe how the program will demonstrate improvement or maintain satisfactory performance for fiscal year 2025." FY 2025 is 2024-2025. Is this a typo? Do you mean FY 25-26? Page 2 refers to FY 25-26. Pages 9, 15, 21, and 27 of the workplan also list FY 2025 in question 1 when it is talking about the next four years of this RFP.	Yes, This should be FY 26.
22	Page 4 re: 3c states: "Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner agrees to provide." Do we need to submit this agreement between consortium partners as part of the RFP paperwork submission?	Yes, to ensure that AEPP is aware of the consortium agreement and understands how the consortium will function and operate this should be submitted with the application documentation.
23	These questions relate to the online submission form: -Are we applying as No Bid or Bid? -For total cost, should we list we five year cost or the annual cost? -Do we upload everything as one PDF into the Submission Documents / Certifications field? Or do we upload the narrative and workplan separately into the Technical Proposal / Narrative and Workplan field, the budget and budget narrative into the Cost Proposal / Budget field, and the MWBE package into the M/WBE Package field? -Is there a Data Security and Privacy Plan that needs to be uploaded separately?	-Please leave this field blank. -Total cost should be the total five year cost. -Please upload the narrative and workplan into the "Technical Proposal / Narrative and Workplan" upload box, the budgets, budget narratives, and FTE worksheet into the "Cost Proposal / Budget" upload box, and the MWBE package into the "M/WBE Package" upload box. Nothing needs to be submitted in "Submission Documents / Certifications." -There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.

24	The online application form we have to use to upload documents has a box where you have to submit a data security and privacy plan. Pages 100-105 of the ALE RFP, Appendix R, contains the NYSED's Data Privacy Appendix for Grant Contracts. Do we just upload those pages of the RFP or does the applying agency need to have its own data privacy and security plan?	There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.
25	Is it acceptable if SFS does not display an organization's full legal name due to character count limitations, while the organization uses its full legal name in all grant application materials?	Yes. Your name as listed in SFS will be used for the resulting contract, if awarded.
26	We were a newly funded program and thus did not receive a 2022/2023 report card. I know we can fill out the Demonstrated Effectiveness Conversion Chart, but I wanted to see if I could submit our 2023/2024 report card instead.	Programs that do not have a FY2022-2023 Report Card should complete the Demonstrated Effectiveness Conversion Chart.
27	Where do we submit the Abstract/Report Cards etc. Are they part of the 10 page narrative? Are they uploaded in the first box on the submission site? (Titled: Submission Documents / Certifications Please upload the Submission Documents package or any required certifications listed in the RFP, IFB, RFA, RFQ, or mini-bid.)	The Abstract and Report Cards are not part of the 10 page narrative. Please include these documents with the Proposal Narrative and submit in the "Technical Proposal / Narrative and Workplan" upload box.
28	When I get ready to upload documents on the online portal, do the documents have to be in PDF format or are Word documents acceptable? Is there a limit to the number of documents that can be uploaded in response to the questions?	The application documents should be submitted in Microsoft Office. PDF files that are editable and Optical Character Recognition (OCR) searchable are acceptable. Please do not submit the application as a scanned PDF. There is no limit to how many documents can be uploaded but there is a size limit of 25 MB.
29	In the portal online form, it asks us to upload a data security and privacy plan. There were no instructions about this in the RFP. Can NYSED clarify what we should upload in this section?	There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.
30	In the portal online form, it asks us to upload narrative and the workplan together. Do the workplan pages count towards the narrative page count?	The workplan pages do not count towards the narrative page count.
31	We plan to propose for Component A and are seeking clarification on format and page limits. In prior rounds, the Abstract, Proposal Narrative, Project Description, Regional Networking and Interagency Coordination, Proposed Outcomes and Accountability, Staff Development, and Budget Narrative were included in a single 10-page narrative. For this RFP, should these sections still be combined into a single document within a 10-page limit, or submitted separately as individual uploads (1–2 pages each)?	Please combine into a single document when possible. The Abstract and Budget Narrative is not included in this 10 page limit.
32	For Component A appendices (Demonstrated Effectiveness Chart, Program Component Worksheet, Program Information Sheet, Performance Targets), do these count toward the 10-page narrative limit or are they stand-alone documents/attachments? Should we copy these charts into the narrative or upload them separately? If separately, should they be uploaded individually or combined into one PDF with the Technical Proposal/Narrative and Workplan?	Appendices do not count towards the 10-page narrative limit. Please combine narrative documents as much as possible into the fewest amount of files and submit in the Technical Proposal / Narrative and Workplan field.
33	Regarding file uploads for Technical Proposal/Narrative and Workplan: Should the Abstract, Workplan, and Narrative sections be combined into one PDF under the "Technical Proposal/Narrative and Workplan" upload?	Yes, please combine all Technical Proposal/Narrative and Workplan files as much as possible to submit in Technical Proposal/Narrative and Workplan.
34	Is there a total page limit for this combined file (10 pages, 13 pages, or more)? Is there a maximum page limit specifically for the Workplan?	The 10 page limit refers to the narrative only. Additional attachments, charts, tables, and separate workplan do not count in the 10-page limit. There is no maximum page limit specifically for the Workplan.

35	For the Budget Narrative: Should it still be included briefly within the 10-page narrative or as an additional 3-page narrative? Or, would this be uploaded in the Cost Proposal/Budget section of the portal? For the full 5-year FS-10 Budgets and Narrative – is the budget narrative included within the budget found in RFP pages 93-100 or only with the proposal narrative section or both?	The budget narrative template is being added to the checklist - this is an additional 3-page narrative separate from the technical proposal narrative. The template is recommended, but not required. The budget narrative templates should be uploaded in the "Cost Proposal/Budget" section of the online form. The table on pages 88-96 will be deleted. The budget narrative is a separate description of proposed expenditures to accompany the FS-10 to identify and describe how expenditures are allowable, justified and reasonable.
36	<p>Could the state confirm if the attachments should be uploaded in this order and by these packets:</p> <p>a. Submission Documents / Certifications: This should include the Application cover page, application checklist, payee information, workers' compensation, disability benefits documentation.</p> <p>b. Technical Proposal / Narrative and Workplan: Includes an Abstract, Narrative (+ description and other categories), demonstrated effectiveness conversion chart, performance targets, program component worksheet, program component information sheet form, workplan</p> <p>c. Cost Proposal / Budget: Is the Cost Proposal from the ALE RFP page 93-100? This was not clear in the RFP. If this is correct, then for this section, we should then attach five (5) copies of the cost proposal from the RFP for each program year AND five (5) signed copies of the FS-10 budget for each program year. Is this accurate?</p> <p>d. M/WBE Package – signed MWBE and EEO plan</p> <p>e. Data Security and Privacy Plan – can NYSED clarify what we should upload in this section? It was not specified in the RFP. Is this what we should fill out? <a href="https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf">https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf</a></p>	<p>The order or submission method will not count against any applicant, as long as all required documents are received on time. However, the preferred method is to upload the narrative and workplans into the "Technical Proposal / Narrative and Workplan" upload box, the budgets and budget narrative templates into the "Cost Proposal / Budget" upload box, and the MWBE package into the "M/WBE Package" upload box. Nothing needs to be submitted in "Submission Documents / Certifications." There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.</p> <p>a. and b., please combine these documents and submit in the "Technical Proposal / Narrative and Workplan" upload box.</p> <p>c. The five FS-10s, five budget narrative templates, and FTE form linked on page 88 for year 1 should be uploaded in the "Cost Proposal / Budget" upload box.</p> <p>d. Correct</p> <p>e. There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.</p>
37	The RFP asks us to upload a copy of the (2022-2023) ALE NYRS Report Card. Is it supposed to be the 2023-2024 report card?	Report Card is FY 2022/2023
38	Our organization was post-awarded in 2022, and therefore we do not have the complete data for 2022-2023. May we use data from 2023-24 or partial 2024-25 data?	The Demonstrated Effectiveness Chart should be used if you do not have the Report Card FY 2022/2023
39	If a student enrolls in a NRS Level 1 class and graduates successfully from that class, then moves onto NRS Level 2, is that student counted as 2 enrollments or as 1 enrollment?	The student would count as one enrollment.
40	Are footnotes allowable?	Yes, footnotes are allowed.
41	Page 23: "As a supplement to RAEN services, additional one-on-one support and technical assistance will be provided through the organization funded in Component B (STAC) to further deepen understanding of the College and Career Readiness skills embedded in the NYSED CareerKits, learning disabilities, as well as program performance and accountability." Could NYSED let us know what the state would like us to confirm we will implement for this item? For example, are we to refer to the STAC for training, confirm our case manager or other staff will support these efforts, or have our staff trained to understand these needs of participants?	Programs are required to attend AEPP and RAEN trainings for the 14 hours of Professional Development. As a supplement to RAEN services, additional one-on-one support and technical assistance will be provided through the organization funded in Component B (STAC), Pg. 21 #4.
42	Can NYSED clarify which staff are new roles for Component A?	No new staffing roles.

43	Other than the Case Manager, are any other roles mentioned in the RFP mandated as full-time and/or part-time?	There is no full-time or part-time requirement for staff. One full-time equivalent case manager is required for every 200 active students. Program management and data management are predicated on the AEPP award size for each funding source.
44	Other than the Case Worker, may “necessary roles” for Component A be part-time or In-kind? May they be held by a volunteer?	No, required staffing positions can be provided in-kind, but they cannot be volunteers.
45	Are electronic signatures acceptable for the forms that need to be signed?	Yes, electronic signature are acceptable for RFP GC 25-007.
46	For tables, must we use Times New Roman font? May it be less than 12-point font, such as 10-point?	Charts and Tables are not required to adhere to the standard submission rules.
47	We respectfully request that NYSED consider extending the submission deadline for the current ALE RFP.	The application deadline has been extended to May 14, 2025.
48	Do orgs need to submit an MWBE utilization form for each year of the 5 years? Or do we only submit one for the first year?	Organizations should submit one M/WBE package including a Utilization Plan for the full five years.
49	We also wanted to confirm if letters of support are required from partner organizations for the submission of the ALE application?	Letters of Support are not required but can be submitted from partner organizations for the ALE application.
50	Regarding Component A, the Program Component Information Sheet form on page 98 has 9 lines where we can list our classes. If we plan to have more than 9 classes in Fiscal Year 25-26, can we add additional pages so we are accurately reflecting our classes, small groups and tutoring pairs?	Yes, more pages may be added to accurately reflect instructional offerings.
51	What falls under the 10 Page Narrative Proposal limit??? Abstract? Report card/Demonstrated Effectiveness Conversion Chart? Program Component Worksheet? Is it numbers 3-7? 3.Proposal Narrative 4.Project Description 5.Regional Networking and Interagency Coordination 6.Proposed Outcomes and Accountability 7.Staff Development It is not really clear.	The 10 Page Narrative should include the following: 1. Proposal Narrative 2.Project Description 3.Regional Networking and Interagency Coordination 4. Proposed Outcomes and Accountability 5. Staff Development  Additional attachments, charts, tables, and separate workplan do not count in the 10-page limit.
52	Regarding the RFP for State Adult Literacy Education (ALE) funding: the Purpose of Grant section says, “These [NRS level 5 and 6 students] must be preparing to take the NYS HSE exam leading to an HSE diploma.” ALE funding has been used to support the National External Diploma Program (NEDP) in New York State in the past, but that purpose is not explicitly stated here. Is it possible for a program to use ALE funds to support NEDP?	Programs would need to be approved to provide NEDP through the HSE office. In addition, programs would need approval from the AEPP office to utilize ALE Funding for NEDP Programming.
53	Page 97 asks Component A and Component B to complete a projected Program Component Worksheet. How would an applicant for Component B know how many programs will be funded, and the projected breakdown of students in those programs? The same with Page 98—the applicant for Component B would have no knowledge of these projections for the PIF. Was this directive meant just for Component A?	Yes, this directive only applies to Component A.

54	Regarding the online application form, for which there are no directions provided, there is a box for submission documents package. Do we put all documents in this box or do we split things up and put the narrative and workplan in that box, the budget in that box, the MWQBE package in another box, etc.	Most of the application documents should be uploaded into the "Technical Proposal / Narrative and Workplan" box. FS-10 Budgets, Budget Narratives, and the FTE Worksheet should be uploaded into the "Cost Proposal/Budget" upload box. The MWBE package into the "M/WBE Package" upload box. Nothing needs to be submitted in "Submission Documents / Certifications." There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.
55	If we need technical support on the day we are trying to upload documents to the HighQ portal and are having problems, will it be available? A colleague emailed that support email for HighQ and was told to submit all questions on the RFP question submission form.	The HighQ support email box can be used for technical support leading up to the submission of your application. This email box will be monitored to support applicants in the submission of their application. It cannot be used for any specific program questions or assistance with the content of the application.
56	Regarding section 6 on page 54 of the RFP for component A. It states, "The Performance Target Worksheet included within the application must clearly indicate the program targets are consistent with the NYS 2020-2025 targets and those targets are identified for each program type...." The Performance Target worksheet on page 99 for component A lists the years 2025-2030. Were the wrong years listed in question 6? Did you mean we have to list our performance targets for 2025-2030 for ABE, ASE, ESOL, as indicated on the performance target worksheet on page 99? This performance target worksheet is not listed on the checklist. Are we supposed to insert this performance target chart and list those targets as part of our narrative answer to this question?	Section 6 (page 54) refers to demonstrated effectiveness based on the 2022/2023 NYRS Report Card.  The Performance Target Worksheet (page 99) should be completed to include the applicants projections for the current ALE RFP Period of 2025-2030. The program targets must be consistent with the NYS 2020-2025 targets for each program type offered by the applicant: ABE, ASE, and ESOL.
57	Regarding the FS 10 budget form for programs applying for Component A funding: Do we use the FS 10 budget form that is dated 9/24 rather and than the one dated 3/15?	The FS-10 Budgets that are required with signature should be accessed via the link provided in the RFP on the Grants Finance website: <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a>

58	<p>I really hope we can use our 2023/2024 report card.</p> <p>The Demonstrated Effectiveness Conversion Chart asks to report about the following areas:</p> <p>Transition to Postsecondary Education</p> <p>Skills Training or Apprenticeship</p> <p>Employment</p> <p>The RFP includes fields asking us to report the top three institutions, programs, and employers, the number of participants referred, and the associated outcomes. However, we were not previously instructed to collect or track this specific data in our initial ALE program setup or reporting expectations.</p> <p>Could you please confirm whether this information is required for FY24 reporting, and if so, whether programs are expected to retroactively gather this data? Additionally, are there any guidelines for how these referrals and outcomes should be defined or documented?</p>	<p>The Demonstrated Effectiveness Conversion Chart data must pertain to participants served in the 12-month period between July 1, 2023 through June 30, 2024. The FY2023-2024 Report Card, along with the ASISTS Data, can be used to report the following:</p> <ul style="list-style-type: none"> <li>- Transition to Postsecondary Education</li> <li>- Skills Training or Apprenticeship</li> <li>- Employment</li> </ul> <p>The data should be documented based on the Top 3 Postsecondary Institutions, Training/Apprenticeship Programs, and Employers, when applicable.</p>
59	Is there a page limit for the Work Plan in Component B?	No, there is not a page limit for the Work Plan in Component B.
60	<p>Can a program submit for a fully remote program that only works with the Adult Basic Education Level 5 students and the Adult Secondary Education Level 6 students? Our program is expert in students obtaining a high school diploma.</p> <p>Or must we submit a proposal that works across all student levels?</p>	Each program may apply for 1 fully remote class and 1 50% in-person and 50% remote. At least 50% of participants within the program receiving services must be at the lowest beginning NYRS of Adult Education and/or English for Speakers of Other Languages that is NYRS Levels 1 and 2. Up to 50% of ALE enrollment can be for participants at the highest Adult Secondary Education that is NRS Levels 5 and 6.
61	Do teachers have to be certified in New York State to be able to work in this RFP? Or can teachers be certified in other states while working online with students?	No, the teachers are not required to be certified. However, New York State Adult Education Certification is recommended.
62	The budget narrative form in the RFP contains a link to the AEPP FTE worksheet. Do we have to submit the FTE Worksheet? This form is not listed in the required documents checklist.	Yes, an FTE Worksheet is required for year one. It will be added to the application checklist.
63	Page 6 of the ALE RFP states: "Administrative costs are not to exceed 5% of the grant." The 3.24.25 memo from AEPP Director Johnson re: Budget Amendment & Renewal of Fiscal Documents has a chart with FTE guidance for ALE funded programs for the 25-26 fiscal year. That chart indicates the FTE for program management should be "at least .40" How can programs who receive \$150,000 to \$200, 000 in funding budget .4 for program management if they are not allowed to spend more than 5 percent of the ALE grant on administrative costs?	Administrative costs are costs that are not directly related to instruction and workforce investment services, including services to participants and employers. Program costs are costs that are directly related to instruction and workforce investment services including services to participants and employers. In most cases a program manager is not an administrative cost. The duties they perform should be analyzed to determine what portion is administrative or programmatic.



64	What % of focus does each area need. And do we need to focus on all. ESOL and ABE, Civics Education could be one class - do we need to give each are equal weighting across the program?	Applicants can decide the area(s) of focus: ABE, ASE, ESOL. At least 50% of the participants receiving services must be at the lowest beginning New York State Reporting System (NYRS) of Adult Basic Education and/or English for Speakers of Other Languages this is NYRS Levels 1 and 2. Up to 50% can be for participants at the highest two levels of Adult Secondary Education that is NRS Levels 5 and 6. These students must be preparing to take the NYS HSE exam leading to an HSE diploma. Individual classes for each subject area must be provided for a minimum of 6 hours per week.
65	Certification for teacher - what is required for the certification? Is 7 years of experience necessary?	Adult Education Teachers must achieve minimum credentials of at least a high school diploma or its equivalent and possess sufficient experience teaching in Adult Education as a requirement under AEPP. If a teacher is not K-12 Certified to teach any content area, the teacher may apply for Adult Education Certification through NYSED.
66	Does the math class need to be its own and distinct class? Can we imbed maths in English class? Does it need to be a separate class with a qualified math teacher?	Individual classes for each subject area must be provided for a minimum of 6 hours per week.
67	Budget forms - On page 7 of the RFP states a FS-10 is required for each of the 5 years. On page 88 there is a another budget proposal form. Is this the form we use for the budget narrative for each year?	The Budget is the FS-10 that is linked to on the Grants Finance website. The narrative template is a separate document that is being added to the checklist. The template is recommended, but not required. The table on page 88 and ending on page 96 will be deleted. The Budget (FS-10) and Budget Narrative template must be completed and submitted for each year (5) of the project.
68	Indirect Cost - Not-for-Profit CBO's state approved indirect cost is currently set at 2.7%. May we adjust the indirect cost on our FS10's to include the rate of 2.7% or must we adhere to the rate of 2.6%?	Programs would need to apply for an increase of the indirect cost rate by contacting Grants Finance at: GrantsWeb@nysed.gov.
69	Does the Component A Work Plan have a page limit?	No
70	Are applicants encouraged or expected to add additional Tasks or Performance Measures beyond those already listed in the Component A Workplan>?	No
71	Are the five Objectives in the COMPONENT A Work Plan (1,2,3,4,5) the same as those listed in the Proposal Evaluation Rubric (a,b,c,d,e) ?	Yes, the five objectives in the Component A Work Plan correlate with those listed in the Proposal Evaluation Rubric (Page 62), #2, sections: a,b,c,d, & e.
72	In the Proposal 'Narrative Section' on page 54 of the RFP, can you please clarify the exact wording of the sentence "Bidders should describe and/or demonstrate how all adult education (...) and will provide direct services to students that do not meet the NRS/state performance benchmarks, as applicable" ?	Bidders should describe and/or demonstrate how all adult education and direct services will be provided to students that do not meet the NYRS/state performance benchmarks.

73	<p>In the "Proposal Narrative" on page 54 of the RFP, does the first sentence , "Indicate Proposed Timelines that are reasonable and that ensure completion of the RFP deliverables." what timeline are you referring to, the 1 year plan timeline (FY 26, July 1 2025-June 30, 2026) or the 5-year plan timelines (July 1, 2025- June 30, 2030)?</p> <p>Also, if it is the 5-year plan timelines, should it be a separate timeline for each year, and are you looking for a table or a written description of the timelines?</p>	<p>The Proposal Narrative should include the five year timeline to demonstrate how deliverables will be met each year. Each of the five years should be completed in the Work Plan.</p>
74	<p>Please advise where the application checklist can be found.</p>	<p>The Application Checklist is located on pg. 50 of the RFP.</p>
75	<p>Am I to upload the Work Plan under "Submission Documents / Certifications</p> <p>Please upload the Submission Documents package or any required certifications listed in the RFP, IFB, RFA, RFQ, or mini-bid"</p>	<p>Please upload the narrative and workplan into the "Technical Proposal / Narrative and Workplan" upload box, the budget and budget narrative into the "Cost Proposal / Budget" upload box, and the MWBE package into the "M/WBE Package" upload box.</p>
76	<p>The online HighQ portal we have to submit grant documents has a box labeled data security and privacy plan. Our consortium, which is not a legal entity, has a lead agency and a partner agency. Does just the lead agency submit its data security and privacy plan? Does each agency in the consortium submit a data security and privacy plan? Or can the consortium, which is not a legal entity, submit a data security and privacy plan?</p>	<p>There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that field.</p>
77	<p>Regarding the submission of the 2022-2023 report card: If a consortium has a 2022-2023 report card containing data from both the lead agency and a partner agency, but now the lead agency is applying by itself for an ALE contract for 2025-2030, can that lead agency still submit its 2022-2023 report card, which contains student data from an agency it will not partner with for the 2025-2030 contract ? Or does the lead agency have to fill out the demonstrated effectiveness chart and not use its 2022-2023 report card?</p>	<p>If the Program's FY2022-2023 Report card includes data for a consortium, then each program that is applying individually would be required to complete the Demonstrated Effectiveness Conversion Chart on Page 75 of the ALE RFP.</p>
78	<p>Page 53 of the RFP states: "Budget Narrative -- no more than 3 pages." In April, AEPP emailed out a bunch of fiscal forms including a revised budget narrative form that is two pages long. The title of it is AEPP Budget Narrative. Is that the budget narrative form we are supposed to use rather than the older form we have used in the past that is much longer than 3 pages?</p>	<p>Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget.</p>
79	<p>Regarding the Program Component Information Form (PIF) on page 98 of the ALE RFP, does the column labeled location have to be a specific address for each individualized tutoring pair or small group, or can you list "libraries in the region" without listing all those addresses? Our adult education volunteers meet in numerous libraries. Regarding the column labeled days on the PIF, can you state it varies when referring to one-to-one tutoring pairs led by a volunteer tutor or do you have to specify a day? Tutors vary when they meet students, depending upon their schedule. The PIF form on page 98 of the RFP is a one page form with nine spaces for classes. Can we add more pages to the PIF if we have way more than 9 classes? Are we supposed to specify intake and case management classes on this PIF, like we do every year on the PIF in ASISTS?</p>	<p>Every instructional offering must have a site location identified, including the days and times of each class.</p> <p>Additional pages can be added to the PIF, as necessary.</p> <p>Yes, all program offerings must be included on the PIF. This includes intake and case management classes.</p>
80	<p>Can you provide a sample, completed Workplan?</p>	<p>Please refer to the ALE RFP Work Plan for instructions on what should be included.</p>

81	Under number 6. proposed outcomes and accountability section, it says to include the Performance Target Worksheet. Did you all mean the Program Component Worksheet?? Because there is no Performance Target Worksheet in the RFP that I can find.	The Performance Targets for Component A can be found on Page 99, which should include the projected number of students to be served for the entire 5-year period.
82	What constitutes administrative costs?	Administrative costs are costs that are not directly related to instruction and workforce investment services, including services to participants and employers. Program costs are costs that are directly related to instruction and workforce investment services including services to participants and employers.
83	The FS-87R needed to be submitted by Jan 30th. This RFP is due May 5th. The estimate award date is July 1st. How can an agency get the higher indirect rate for Year One or will they need to wait until year two to obtain the higher rate?	Inquiries related to the FS-87R should be directed to Grants Finance at: GrantsWeb@nysed.gov.
84	<p>Sorry to ask about this again, but wanted to check in w on the page count and what counts under the 10 page limit</p> <p>Sections I am including in the 10-page limit:</p> <ol style="list-style-type: none"> <li>1. Abstract</li> <li>3. Proposal Narrative</li> <li>4. Project Description</li> <li>5. regional networking and interagency coordination</li> <li>6. proposed outcomes and accountability</li> <li>7. Staff development</li> </ol> <p>Questions:</p> <p>A. Do we include the abstract as part of the 10 pages?</p> <p>B. For section 6 it asks to include the report card or Demonstrated Effectiveness Conversion Chart and the Program Component Worksheet (said performance target worksheet but we are still interpreting that as Program Component Worksheet correct?) Do these charts count toward the 10 page limit?</p>	<p>The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Budget Narrative.</p>
85	The funding announcement for the RFP (p.1) states that 50% of participants must be at the lowest beginning NYRS levels, "that is NYRS levels 1 and 2." However, p. 3 and subsequent pages of the RFP read that 50% of participants must be at the lowest levels (NYRS 1-2.5). Our report cards also reference this range (1-2.5) as the lowest NYRS levels. To clarify, for the purposes of this grant, students at NYRS levels 1-2.5 are considered the lowest functioning levels of ABE and ESOL, correct? Note-- NYRS Level 2.5 is within the range of NRS 2.	Yes, 50% of participants must be at the lowest beginning NYRS levels 1 - 2.5.
86	Should the Proposal Narrative address numbers 3 through 7 of the evaluation criteria: Proposal Narrative, Project Description, Regional Networking and Interagency Coordination, Proposed Outcomes and Accountability, and Staff Development	<p>The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Budget Narrative.</p>

87	<p>What is the difference between “professional development” and “technical assistance,” as used in the Component B Work Plan under Objective 4: Describe the data entry support (4.1.1), professional development (4.1.2), one-on-one technical assistance (4.1.3), and volunteer/teacher support (4.1.4).</p>	<p>Required Professional Development is administered by the RAENS and AEPP. Technical assistance is provided by AEPP, RAENS, and STACS to assist programs in meeting the performance benchmarks.</p> <p>Please refer to the STAC Deliverables and Activity Chart starting on page 25 of the ALE RFP.</p>
88	<p>We would like to confirm whether our proposal must include an ABE, ASE or Family Literacy component, or whether it is permissible for us to provide a standalone ESOL program.</p> <p>Additionally, we would like to confirm whether the state has developed a defined cost per student for this program.</p> <p>Could you please also let us know whether rent is an allowable expense for this project? If so, how should we indicate our request for rent funds on budget form FS-10, since there is no dedicated section for this expense?</p> <p>Also, how many years of experience are required in order to operate any one component of the program? For example, would it be possible for us to propose a program with both ESOL and ABE components if we have many years of experience providing ESOL education, but do not have direct experience with ABE, or would you recommend against submitting a proposal including the ABE component if we do not have experience in ABE?</p>	<p>Programs can chose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL.</p> <p>No, the state does not define the cost per students for programs.</p> <p>Rent is an allowable expense to be included in the Purchased Services Budget Category. The address of the rental space should be included in the FS-10 Budget, including a calculation of the cost.</p> <p>Program staff must have sufficient experience in Adult Education.</p>
89	<p>The Proposal Evaluation Rubric for Component B, under the Work Plan section, states, “The applicant describes how STAC will conduct participant and regional evaluations on training. This includes RAEN sponsored workshops and training opportunities.” Does this mean that the STACs will be required to collect feedback from individuals and programs in order to evaluate the workshops and trainings that are offered by the RAENS? If not, please clarify the expectation.</p>	<p>STACS must advise programs of their Professional Development status and make training recommendations.</p>
90	<p>The In-Person Instruction section on the STAC Deliverables and Activity Chart states, "Plan on site visits to each ALE funded program at a minimum of once per quarter." The action steps for this priority include "Rotate visits among all funded ALE programs." Please clarify whether A) the STAC must visit every ALE program during every quarter, or B) the STAC must visit a number of ALE programs each quarter, ensuring that every program is visited at least once during the fiscal year.</p>	<p>The STAC must visit a number of ALE programs each quarter, ensuring that every program is visited at least once during the fiscal year.</p>
91	<p>The RFP on page 55 states: "Using the FS-10 Budget Form provide an itemized budget and brief narrative on how ... .", Is this brief narrative 'the ones' on the bottom of the FS-10 Budget Form pages?</p> <p>Is this (FS-10 and brief description) separate from the "Budget Narrative" listed on the application check list with a 3-page limit? Is this "Budget Narrative" in addition to the 'brief narratives' that are on the FS-10?</p> <p>RFP states " . . . complete and sign five separate FS-10 Budgets, or one for each year of the program . . Is this separate from the "Budget Narrative " in the check list, and are you expecting only one 'three page' Budget Narrative" in the Proposal and not 5 separate "Budget Narratives" , in addition to the five FS-10s?</p>	<p>Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget. A Budget Narrative must be completed for each FS-10 Budget, and submitted for each of the five budget years, at no more than 3 pages for each year. The table on page 88-96 will be deleted from the RFP. Please note that the Full Time Equivalency (FTE) Worksheet is linked on pg. 88 and should be completed for year one.</p>

92	<p>1. Under Component A, since we typically serve lowest literacy students, are we still required to meet the 49% High School Equivalency Diploma target?</p> <p>2. Does the 49% HSE diploma requirement include ESL as well as ABE students?</p> <p>3. Will documentation other than the survey be required for employment goal?</p>	<p>1. The 49% HSE target does not apply to lower level ABE and ESL students.</p> <p>2. The 49% HSE target applies to Education Functioning Levels 5 &amp; 6 for ABE and ESL students.</p> <p>3. The data match and/or manual survey are required for the employment goal. See page 87 of the ALE RFP.</p>
93	<p>We currently have two ESOL programs, one of which is funded with New York City funds and the other with federal (WIOA) funds. Can we provide data on one of the programs for the effectiveness conversion chart or do we need to provide data for both programs?</p>	<p>Programs are required to submit the FY2022-2023 Report Card. Programs must complete the Demonstrated Effectiveness Conversion Chart if a FY2022-2023 Report Card is not available.</p>
94	<p>The RFP states (page 22, under 3.) that “STACs and their staff are prohibited from...serving on the governing board of statewide or local organizations or associations related to adult continuing and community education.” We understand this prohibition applies to the 100% full-time STAC Director and 100% full-time STAC Coordinator. Does this prohibition also apply to (1) the funded organization's staff members who work part-time on the STAC contract or (2) any other staff member of the funded organization?</p>	<p>STAC staff who are 100% funded by ALE are prohibited from serving on the board of organizations related to adult education. This is to ensure that ALE funds are not used to support efforts to advocate on adult education policy which would be considered a conflict of interest. Staff who are not 100% ALE funded could serve on a board but appropriate firewalls must be in place to ensure that ALE funded staff are not engaged in advocacy activities.</p>
95	<p>The RFP states (page 22, under 5.) that “STACs may not use its role to solicit...from the Adult Education Programs they are contracted to support.” Does this item prohibit the organization that holds the STAC contract from acting as the fiscal conduit for an association of New York City Adult Literacy providers if the functions of the fiscal conduit include soliciting and collecting dues from its members, some of whom would be ALE-funded programs? This function would be wholly outside the STAC project and neither the STAC Director nor the STAC Coordinator would play any role in it, but other organizational staff that would be assigned to work part-time on the STAC project may. Would this be prohibited for either those staff or for our organization as a whole?</p>	<p>The organization that operates a STAC could also serve as a fiscal conduit however, 100% ALE funded staff are prohibited from soliciting adult education programs for membership. Appropriate firewalls must be in place to ensure that 100% ALE funded staff are not engaged in any fiscal conduit activities. In addition, it should be clearly stated that AEPP does not require adult education programs to join Adult Literacy Associations.</p>
96	<p>The RFP states (page 22, under 5.) that “STACs may not use its role to solicit or benefit from the Adult Education Programs they are contracted to support.” If the STAC is part of a nonprofit organization that is an adult literacy education professional development and technical assistance provider, would the organization be prohibited from engaging in independent fee-for-service work with ALE-funded programs, if this fee-for-service work is wholly independent of and outside the workscope and deliverables of the STAC? Would there be any prohibition or limitation on the organization under this contract to charge programs for these separate services?</p>	<p>Yes there is a prohibition against soliciting ALE funded programs for "fee-for-service" adult education training and professional development services typically provided by STACs or RAENs. Soliciting ALE funded programs for such services would be considered a conflict of interest.</p>
97	<p>Is it possible for a STAC to rollover unspent funds from one year to the next in order to cover Cost of Living increases and to maximize the available resources of \$2,250,000 over the five years?</p>	<p>No, funds do not rollover from one year to the next.</p>
98	<p>For the MWBE submission, would you like the forms and calculations to be based on just the first year's budget or on the total budget for all five years?</p>	<p>The M/WBE Submission should be based on the total five year budget.</p>

99	<p>On page 53, it states that the Proposal Narrative should be no more than 10 pages. It then includes, under the Evaluation Components, not just the “Proposal Narrative” but the following components as well:</p> <ul style="list-style-type: none"> <li>* Project Description</li> <li>* Regional Networking and Interagency Coordination</li> <li>* Proposed Outcomes and Accountability</li> <li>* Staff Development</li> </ul> <p>Should these additional components be part of the 10-page Proposal Narrative? If not, how and where should they be addressed?</p>	<p>The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Budget Narrative.</p>
100	<p>On page 53, it states that the Budget Narrative should be no more than 3 pages. However, the Budget Narrative forms on pages 88-96 are already nine pages long prior to being completed, and the RFP asks for a budget narrative for each of the five years. Can you please explain the discrepancy here and how you wish us to proceed with the Budget Narrative?</p>	<p>Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget. A Budget Narrative must be completed for each FS-10 Budget, and submitted for each of the five budget years, at no more than 3 pages for each year. The table on page 88-96 will be deleted from the RFP. Please note that the Full Time Equivalency (FTE) Worksheet is linked on pg. 88 and should be completed for year one.</p>
101	<p>The scoring rubric for Component B 3. b. says: Timeline for the Activity Chart is included to demonstrate and ensure completion of RFP deliverables</p> <p>Does this mean you want applicants to include the actual chart the RFP is providing to us (copy and paste) into our Proposal Narratives? This would put us over the 10 page limit for the Narrative, and just be repeating back information provided in the RFP.</p>	<p>The Activities Chart can be used as a guide to prepare the Proposal Narrative.</p>
102	<p>When calculating each Percent of Participants moving from one EFL to the next, are we comparing those who made EFL gain to the post-tested number or the overall enrollment number for that level? Thank you!</p>	<p>The percentage of participants moving from one EFL to another would include the overall enrollment for each EFL.</p>

103	<p>If we currently have an approved 8% indirect rate for our current contract, can you confirm that we can include that in our proposal?</p> <p>Page 6 of the RFP mentions the option of requesting an increased administrative cost above 5%. Does NYSED expect applicants to submit a one page justification for this as part of our application if we reflect a higher percentage in our budget, or is this negotiated and submitted post-award?</p> <p>The online application form includes a "data security and privacy plan" section, with an option to upload files, but the RFP document does not mention this as a required document. Can you clarify whether this is required?</p> <p>Page 11-10 of the RFP states that programs must include a minimum of 6 instructional hours to "assist adults in the attainment of High School Equivalency (HSE)." Can you clarify if this is a requirement for ESOL programs? Many of our ESOL students have higher education degrees from their host countries and are not interested in getting an HSE, so any clarification on this point would be greatly appreciated.</p> <p>Are Adult Education Programs required to have adult education volunteers? Or are volunteers an optional role?</p> <p>Does every program need to have a dedicated Data Manager, or can the Data Manager role be satisfied by other staff across the program? Do the Data Manager's responsibilities count towards the 5% admin rate? If so, we would like to urge NYSED to exclude the Data Manager from the admin rate because the rate is very low and this required role would take up most or all of the 5%</p>	<p>Programs would need to apply for an increase of the indirect cost rate by contacting Grants Finance at: GrantsWeb@nysed.gov.</p> <p>Programs would need to submit a written request to exceed the 5% Administrative Cost limit to AEPP for approval.</p> <p>The Data Privacy documents are not required.</p> <p>HSE is not a requirement for lower level ESOL students.</p> <p>Volunteers are optional.</p> <p>Data Managers can perform multiple roles. Data Manager responsibilities would be considered program costs, not administrative costs.</p> <p>The 10 page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Inter-Agency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract does not have a page limit.</p> <p>Programs should use the Budget Narrative Template that is</p>
104	<p>In the RFP (p15), Volunteers are listed as under Necessary Roles for Adult Education Programs. Is our program design required to include volunteers ? If so, are volunteers required to be utilized in direct services to students (as opposed to administrative support)?</p>	<p>Volunteers are not required for programs.</p>
105	<p>We understand from media reports and from the State's own statements that the State of New York will not follow President Trump's executive orders relating to diversity, equity, and inclusion (DEI) initiatives, including Executive Order 14173 ("Ending Illegal Discrimination and Restoring Merit-Based Opportunity"). Page 109 of the RFP, however, requires applicants to certify that they "[w]ill comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program."</p> <p>We would appreciate it if NYSED would provide us with answers to the following questions:</p> <p>Will NYSED require applicants to comply with President Trump's anti-DEI executive orders, including Executive Order 14173?</p> <p>If NYSED will not require applicants to comply with President Trump's anti-DEI executive orders, including Executive Order 14173, please explain why the RFP includes the language quoted above.</p> <p>If NYSED will not require applicants to comply with President Trump's anti-DEI executive orders, including Executive Order 14173, would NYSED consider removing the language quoted above from the RFP?</p>	<p>Certain of these assurances may not be applicable to your project or program. The assurances listed on pgs. 106-111 are not applicable; ALE is a state funded program.</p>

106	<p>Page 55 of the RFP indicates: The Performance Target Worksheet included within the application must clearly indicate that program targets are consistent with NYS 2020-2025 targets and those targets are identified for each program type offered by the applicant: ABE, ASE, and ESOL. But the Performance Target Worksheet is not on the Application Checklist. Please confirm that it has to be included.</p>	<p>The Performance Targets on page 99 of the ALE RFP must be submitted. It is not a part of the 10 Proposal Narrative.</p>
107	<p>Are we required to fill out and submit the budget-related charts/tables on pages 88-96 and write the narrative that corresponds to each chart/table, or they are just provided as worksheets/guidance that we can use as we prepare form FS-10 and a 3-page budget narrative?</p>	<p>Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget. A Budget Narrative must be completed for each FS-10 Budget, and submitted for each of the five budget years, at no more than 3 pages for each year. The table on page 88-96 will be deleted from the RFP. Please note that the Full Time Equivalency (FTE) Worksheet is linked on pg. 88 and should be completed for year one.</p>
108	<p>Will you accept the FS-10 in a PDF format since an original signature is required for each separate FY?</p>	<p>We will accept the FS-10 in PDF Format. The FS-10 can be used from the Grants Finance Website: <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a>.</p>
109	<p>In the Workplan, on the first page (for each year of the program) it says SUMMARY and below that it says "Project Summary: A high-level overview of the project, including the overall goal and desired outcomes." But then there is a paragraph below that which is a summary of the ALE program. Are applicants supposed to write another program summary below that summary? If so, how is that to be different from the Abstract and/or the "Proposal Narrative" section of the 10 page Proposal Narrative, i.e. the beginning section of the 10 pages?</p>	<p>No, the Project Summary does not need to be completed in the Work Plan. The Work Plan describes improvement and performance, including steps to maintain satisfactory performance and steps for improvement. The work plan describes how each of the roles will provide support to improve program performance.</p> <p>The Proposal Narrative describes methods of instruction (volunteers, modalities, and locations). Methods and evidence of program success should be provided.</p>
110	<p>1. In the Component A Workplan, the Project Summary is pre-populated with a description of the ALE grant. Are applicants expected to edit this section?</p> <p>2. What is the expectation for ESOL programs serving beginner-level students to meet the benchmark for the credential rate (49%)? The majority of our students are beginner-level students who may not achieve this benchmark in the short term.</p> <p>3. For online instruction, the RFP states that AEPP should be consulted and must provide approval prior to providing remote/hybrid instruction to lower-level learners (p. 10 of RFP). Would AEPP consider changing this requirement to allow remote/hybrid instruction for these students, especially for weather-related emergencies or other circumstances impacting travel/mobility?</p> <p>4. Does an MWBE package need to be submitted for each of the five budgets submitted under this RFP (totaling 5 budgets and 5 MWBE packages)?</p> <p>5. Is the abstract included in the 10-page limit for the program narrative?</p> <p>6. In the application portal, there is a place to upload our Data Security and Privacy Plan. Since this item is not included in the submission checklist, please clarify what documentation is required for this section.</p>	<p>1. No, the Project Summary does not need to be completed in the Work Plan.</p> <p>2. The 49% HSE credential rate applies to EFL 5 &amp; 6 for ABE and ESOL students.</p> <p>3. No, programs must apply for and be approved to offer remote/hybrid instruction as an instructional method.</p> <p>4. No, only one M/WBE Package needs to be submitted for the total 5 year budget.</p> <p>5. No, the Abstract is not included in the 10-page limit for the Program Narrative.</p> <p>6. There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.</p>



111	For ESOL programs where 50% of students will be in the lowest NS levels, what is the intended credential for the credentialing rate 49% target?	The 49% HSE Credential Rate applies to EFL 5&6 for ABE and ESOL students. The credential rate pertains to students that have exited the program in the prior fiscal year.
112	Where can I find the attachments needed for this RFP?	The required forms and documents are noted on page 50 of the RFP. Please use: <a href="https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale">https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale</a> to access the RFP and other templates.
113	Is there an incumbent service provider on this project already and if so can they be identified?	There is a list of past winners posted on the Contract Reporter: <a href="https://www.nyscr.ny.gov/agency/adsView.cfm?numID=2120956&amp;page=Open%20Ad">https://www.nyscr.ny.gov/agency/adsView.cfm?numID=2120956&amp;page=Open%20Ad</a>
114	Will a pending IRS 501(c) certificate be accepted as part of the Pre-Qualification process?	Yes, if the applicant has applied for tax exemption, but has not received approval. The organization can upload the application that was submitted to the IRS requesting the exemption in the Determination Letter section of the prequalification application.
115	Regarding the FS 10 budget form, on page 8, budget summary, there is a box for project number. Do we put in the RFP # GC25-007 or just leave it blank?	The Project Number Box can be left blank.
116	Regarding the Equal Employment Opportunity Staffing Plan, which is part of the M/WBE paperwork (page 120 of the RFP): do we leave the project no: line blank or do we put in the RFP #GC25-007?	The Project Number Box can be left blank until a project number is assigned.
117	While the RFP indicates a maximum award of \$300,000, there is no cost per participant mentioned. Does the State have a range to suggest? Is the cost per participant a factor taken into account when rating the proposal?	No, the state does not define the cost per students for programs.
118	Is rent (of classroom space) considered an allowable expense? It isn't mentioned under the allowable expenditures, but it's also not mentioned as a non-allowable expenditure.	Yes, rent is an allowable expense.
119	<p>The RFP states that at least 50% of the projected participants served under this funding source must be at the lowest New York Reporting System's (NYRS) Educational Functioning Levels (EFL) of Adult Basic Education (NYRS Levels 1 – 2.5) and/or English for Speakers of Other Languages (NYRS Levels 1 – 2.5); See Appendix 2 - New York Reporting System (NYRS) For Adult Literacy Education (ALE)</p> <p>Up to a maximum of 50% of the projected participants served under this funding source may be at the highest Adult Secondary Education New York Reporting System's (NYRS) Educational Functioning Levels NYRS 5 and 6.</p> <p>What about levels 3 and 4? Can an ESOL provider serve at least 50% of students in levels 1-2.5, and up to 50% in levels 3-6?</p>	Yes, levels 3&4 would be included in the 50% of students that are not the lowest EFL 1 - 2.5.

120	<p>The RFP states that programs of Instruction must include Adult Basic Education (ABE) this includes reading and mathematics, English for Speakers of Other Languages (ESOL) and Adult Secondary Education (ASE) and high school equivalency test preparation with a minimum of 6 hours of instruction designed to:</p> <p>Please confirm that we must include at least one of the following, and not all of the following:</p> <ul style="list-style-type: none"> <li>-Adult Basic Education (ABE) this includes reading and mathematics</li> <li>-English for Speakers of Other Languages (ESOL)</li> <li>-Adult Secondary Education (ASE) and high school equivalency test preparation</li> </ul>	<p>Programs can chose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL.</p>
121	<p>The ALE performance Targets chart shows a 49% target for NY High School Equivalency Diploma and the AEPP Performance Benchmarks chart shows a 49% Credential Rate benchmark. While our case managers will refer students who may want a HSE diploma to HSE providers, please confirm that an ESOL provider is not held to the NY High School Equivalency Target/Credential Rate Benchmark.</p>	<p>The 49% HSE Credential Rate applies to EFL 5&amp;6 for ABE and ESOL students. The credential rate pertains to students that have exited the program in the prior fiscal year.</p>
122	<p>The RFP states that every fiscal year, each program must provide each student with a minimum of 150 hours of instruction. Does each class have to be scheduled for 150 hours?</p>	<p>Programs are required to offer each student with a minimum of 150 hours of instruction. Each class does not need to be 150 hours, but 150 hours of instruction must be available for students on an annual basis.</p>
123	<p>The RFP states that all AEPP funded programs are required to have a case manager. Programs must fund case management with a minimum Full Time Equivalent (FTE) of one (1) full time Case Manager for every two hundred (200) participants served.</p> <p>Is this based on the number of participants we are projecting to serve over the course of the year or the number of students we anticipate having at any given time of the year?</p>	<p>One FTE Case Manager for every 200 students is based on the Average Daily Attendance.</p>
124	<p>The RFP states that while every ALE program may not have exclusively dedicated Intake Coordinators, they are required to have staff that provide the various intake activities listed in this section. However, the Intake Coordinator position is listed as one of the Necessary Roles for Adult Education Programs. Please clarify.</p>	<p>Program staff can perform multiple roles, as long as they do not exceed 1.0 Full Time Equivalent (FTE).</p>
125	<p>Demonstrative Effectiveness- Due to a late award, we started our current ALE contract in FY 24 (23-24). While we don't have a FY 23 (22-23) report card, we do have one for FY 24 (23-24). Can the FY 24 (not the FY 23) Report Card be submitted in lieu of completing the Demonstrated Effectiveness Conversion Chart for FY 24 (23-24)?</p>	<p>Programs that do not have a FY2022-2023 Report Card should complete the Demonstrated Effectiveness Conversion Chart.</p>

126	<p>Questions regarding Evaluation Summary Component A:</p> <p>-Which sections of the Evaluation Summary Component A are included in the 10-page limit for the Program Narrative? Is it sections 3(Program Narrative), Section 4 (Project Description), Section 5 (Regional Networking and Interagency Coordination) and section 7 (Staff Development)?</p> <p>-Does Section 6 (proposed Outcomes and Accountability) require a narrative, or do we just submit either the FY 23 (22-23) report card or the completed the FY 24 (23-24) Demonstrated Effectiveness Conversion Chart? If it does require a narrative, is that also part of the 10-page limit?</p> <p>-Can you please provide further clarification as to what is meant by the following paragraph in Section 3 (Proposal Narrative)...</p> <p>Indicate proposed timelines that are reasonable and that ensure completion of the RFP deliverables. Bidders should describe and/or demonstrate how all adult education and will provide direct services to students that do not meet the NRS/state performance benchmarks, as applicable. Provide an outline of the plan for continuation of program performance.</p>	<p>The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Narrative.</p> <p>Yes, Section 6 requires a narrative, which would be included in the 10-page Proposal Narrative. Programs can submit a copy of the FY2022-2023 Report Card or complete the Demonstrated Effectiveness Conversion Chart.</p> <p>The Proposal Narrative should include the one-year (annual) timeline to demonstrate how deliverables will be met each year. Each of the five years should be completed in the Work Plan.</p>
127	<p>10 pages is extremely tight and unreasonable to include all the new information for this RFP, especially describing details of all the roles (which are already spelled out in the RFP), the Timeline/s, etc. Previous page limits for ALE proposals were 10 pages and already very tight. We should have a minimum of 12 pages to even minimally provide all the new details. Can the page limit be 12-14 pages for this ALE RFP, or can you reduce the additional requirements to be included in the proposal?</p>	<p>No, the Proposal Narrative must not exceed 10 pages.</p>
128	<p>Inadequate time to revise between state release of answers to submitted questions and the deadline:</p> <p>Granted the number of questions emerging around this RFP, and the answers to questions not being released until 4/28, only 3-business days prior to the deadline, there will not be adequate time to complete proposals or course correct proposal components should applicants have anticipated the state intent incorrectly. Please, will the state consider extension the timeline until May 23rd?</p>	<p>The submission deadline was extended to May 14, 2025.</p>
129	<p>Page 7 of the RFP provides information related to non-allowable expenditures. If our organization has a photocopier that is used to support adult literacy education activities, can we charge a portion of the photocopier leasing costs to the budget for our adult literacy education program.</p>	<p>Yes, as long as the photocopier is being used for the Adult Education Program and only the portion of the lease that applies to Adult Education can be included in the Budget.</p>
130	<p>Request for an extension of deadline:</p> <p>We respectfully request that NYSED extend the submission deadline for the Adult Literacy Education (ALE) RFP until May 23, 2025. In past RFP cycles, applicants have had seven to eight weeks to prepare proposals; this round that emerged on April 9, requires similar application components yet allows less than half the time. In addition, the RFP asks for five budgets and five years of workplans, in addition to the prior RFP's baseline elements, actually increasing RFP requirements. It also will require folks to apply in a new portal.</p>	<p>The submission deadline was extended to May 14, 2025.</p>

131	<p>Please clarify something that is written in the RFP that has caused much discussion on our end. On page 10 of the RFP, under Director Instruction Requirements – Component A, it states, “Programs of Instruction must include Adult Basic Education (ABE) this includes reading and mathematics, English for Speakers of Other Languages (ESOL) and Adult Secondary Education (ASE) and high school equivalency test preparation with a minimum of 6 hours of instruction designed to....”</p> <p>In the past, the state has allowed applicants to apply for one or two program components (e.g., ABE and ASE, or ASE and ESOL, or ESOL only). The state did not mandate that we apply for all three program components of ABE, ESOL, and ASE in prior rounds. It did not mandate that all participants prepare to achieve the NYSE HSE exam leading to an HSE diploma.</p> <p>The language and the phrasing in the current RFP sound like NYSED is requiring applicants to offer all types of adult literacy instruction in a single program: ABE, ESOL, ASE, and HSE preparation. Is that correct? Must applicants plan to provide all types of adult literacy education instruction? The RFP also states that all participants regardless of program model take the HSE, even if they completed High School in the past, for example. Can the state please advise if this language is accurate and reflects the intent of the ALE program?</p>	<p>Programs can chose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL.</p> <p>Programs are not required to provide HSE programming. Programs are responsible for deciding the instructional offerings.</p>
132	<p>Additional Vendor Contacts:</p> <p>In the HighQ grant application form, what should we fill out under, “Additional Vendor Contacts?” Do you mean for applicants to put in additional application contact information, or do you mean we should describe any external vendor/subcontractor contact information? Please advise.</p>	<p>The "Additional Vendor Contacts" field should be completed with any additional contacts that you would like included on communications regarding this application and RFP.</p>
133	<p>The Performance Target - Component A worksheet on page 99 of the RFP is not listed in the Application Checklist on RFP page 50.</p> <p>Is this a required upload?</p> <p>If so, in which section of the grant should this be uploaded?</p> <p>Does the state want respondents to fill in data that matches exactly the state achievement levels as listed on page 11-12 of the RFP, or does the state want us to provide our organization’s five-year average target achievement for each program level? (Which may be higher?)</p>	<p>Yes, the Performance Target form is required. The form can be uploaded with the attachments included in the "Technical Proposal / Narrative and Workplan" upload box.</p> <p>Programs should include the number of proposed students for each measure, i.e., ABE, ESOL, and ASE.</p>
134	<p>Pages 7 and 8 of the RFP reference budget form FS-10. Where can applicants get a copy of the form? I did not see the FS-10 form included in the funding announcement.</p>	<p>The FS-10 Budgets should be accessed via the link provided in the RFP on the Grants Finance website:  <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a></p>

135	<p>Class size:</p> <p>Could the state kindly advise on the required minimum or maximum class size? While it is a required response in a form and necessary to understand our program goal and price per participant, the state definition is somewhat vague.</p> <p>The RFP only notes that small group sizes are recommended and on page 125 # 29, it lists “Small Group” as: “Small Group: A small group meets to work on similar goals in a small group setting to learn math, reading, and civics. Small groups are also used to develop conversation groups to improve language in ESOL programs. Volunteers or tutors may run small groups. The small group size must be indicated in the Program Component Worksheet (PCW). If data indicates that students are not progressing with the current group size, NYSED/AEPP reserves the right to have the program decrease the number of students within a group.” Could NYSED please advise specifically what the requirement is so we may meet the standard?</p> <p>Or should applicants use the standard NYSED shared with current providers in the “ALE - FINAL Self Review Form 23-24 Final Fillable B 1 form” (page 5) of 20 people per class?</p>	The small group size is a program decision.
136	<p>Subcontracting:</p> <p>For Component A, are we allowed to apply as a lead for one application and be listed as a subcontractor in another separate application?</p>	Yes
137	<p>Counting student participant enrollments:</p> <p>1. If participants switch levels, do they count as “new students”? (I.e., from one class level to another.)</p> <p>2. How does NYSED count students as duplicated vs. unduplicated?</p>	<p>1. No, level changes do not count as a new student.</p> <p>2. Students are not duplicated.</p>
138	<p>Budget narratives:</p> <p>In the proposal narrative starting on page 88-96 of the RFP, do we have to write a budget narrative to answer each of the subcategories or can we write “See attached,” for each of the subcategories and attach a separate 3-page budget narrative? Since the RFP requires 5 years of the budget narrative, is it a 3-page budget narrative for the entire 5 years, or 3-page budget narrative per program year or 3 pages per category? Where do we upload this budget narrative in the portal? Please advise on how to be fully compliant in answering these questions and where this content should be ultimately uploaded in the new system.</p>	<p>Programs must use the FS-10 that is available on the Grants Finance Website: <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a>. Programs should submit one Full Time Equivalent (FTE) form that is linked on page 88 and five Budget Narrative Templates each not exceeding 3 pages. The Template is being added to the checklist. The template is recommended, but not required.</p> <p>Please submit all budget documents (five FS-10s, five Budget Narrative Templates, and one FTE form) in the "Cost Proposal / Budget" upload box on the Application Form in HighQ. Please submit each budget year as a separate file, with the FTE form for year 1 only.</p>

139	<p>Workplan Questions:</p> <p>1. Do you want five versions of the workplan, even if the content is the same year-to-year?</p> <p>2. Does the workplan count in the count of narrative pages?</p> <p>3. Is there a maximum page length for the workplan?</p> <p>4. Should the workplan be dropped after the abstract, even if it brings the page count of the Workplan/Narrative section above 10 pages in length?</p>	<p>1. Yes, a comprehensive Work Plan is required for each fiscal year.</p> <p>2. No, the Work Plan does not count towards the Proposal Narrative.</p> <p>3. No, there is no page limit for the Work Plan.</p> <p>4. The Abstract and Workplan may be submitted together; the Abstract does not count towards the 10 page limit.</p>
140	<p>Abstract Questions:</p> <p>1. Is the abstract uploaded as a stand-alone document or as part of the proposal narrative?</p> <p>2. If the abstract is part of the proposal narrative, does it count towards the 10-page limit?</p> <p>3. Should the order be 1) abstract of unlimited page length, 2) workplan of unlimited length, 3) 10-page narrative proposal (including proposal narrative, project description, regional networking and interagency coordination, staff development); 4) proposed outcomes and accountability of forms: outcomes/performance targets, deliverables, PCW and PIF forms, 5) budgets and budget narrative (page 85-99) and last, a 3-page budget narrative?</p>	<p>1. The Abstract can be included in the same document as the proposal narrative.</p> <p>2. The Abstract doesn't count towards the 10-page limit.</p> <p>3. The Abstract and Workplan have no page limit. Yes, however, the budgets and narrative should be submitted in the "Cost Proposal / Budget" upload box.</p>
141	<p>Pages 50 and 53 of the RFP reference the completion of a work plan. Where is the work plan template? I did not see a work plan template as part of the materials included in the procurement announcement.</p>	<p>The Work Plan Templates for Components A &amp; B are posted separately on the bottom of the ALE posting page:  <a href="https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale">https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale</a>.</p>
142	<p>Family Literacy Programs Questions:</p> <p>Page 13 of the RFP references “additional NYRS outcome measures required for Family Literacy programs.” The RFP is unclear regarding expectations of applicants regarding Family Literacy Programs.</p> <p>1. Are Family Literacy Programs required as a subset of instructional focus for all types of adult literacy programming (ABE, ASE, ESOL)?</p> <p>2. Or are Family Literacy Programs optional services in addition to other adult literacy programs?</p> <p>3. What specific criteria are applicants expected to address in the application materials for Family Literacy Programs? For example, must Family Program Literacy programs include young children and adult learners, together in the classroom together, or together in at least part of the day-to-day programming.</p> <p>4. If we offer only ESL to adults, and have no children in our program day-to-day, do we need to respond to Family Literacy Program outcomes?</p>	<p>1. No, Family Literacy Programming is not required.</p> <p>2. Family Literacy is optional, and should be integrated with ABE, ASE, and ESOL instruction.</p> <p>3. Family Literacy is optional, and should be integrated with ABE, ASE, and ESOL instruction.</p> <p>4. No, programs are not required to provide Family Literacy outcomes.</p>

143	<p>Performance Targets form Questions:</p> <p>On page 11 of the RFP, the chart for ALE Performance Targets is unclear. For example, the 2025-2030 NYS performance target for Adult Basic Education – Level 1 is 52%, but the chart does not specify what the 52% represents.</p> <p>1. Is the target that 52% of enrolled participants are at that level? If so, that is confusing since the other levels are also above 50%, meaning the percentage of enrolled participants at each level would be far more than 100%.</p> <p>2. Or does 52% represent the portion of enrolled participants that NYS expects to demonstrate skill or literacy gains?</p> <p>3. Or is there some other meaning for the 52% target? For example, the percentage of students expected to complete and graduate from the specific NYRS level?</p>	<p>The New York State Performance Targets are established for each individual EFL. The Performance Targets reflect the percentage of students who complete one level and move on to the next level.</p>
144	<p>AEPP Performance Benchmarks Chart 5 Question:</p> <p>On page 12 of the RFP, the chart for AEPP Performance Benchmarks (chart 5) is unclear. For example, the list on the left-hand side of the chart for educational functioning levels appears to indicate program enrollment composition by participant level; however, the total for the percentages would be far more than 100% while the total student enrollment will never be more than 100% across all levels.</p> <p>If these percentages indicate the percentage of students who demonstrate skills gains, the percentages are different from the indicated skills gains targets listed on the right-hand side of the chart. Please clarify what the percentages for educational levels mean and how applicants are to meet that criteria.</p>	<p>The New York State Performance Targets are established for each individual EFL. The Performance Targets reflect the percentage of students who complete one level and move on to the next level.</p>
145	<p>NYR levels Questions:</p> <p>1. Is there a minimum number of classes we must offer for the highest NRS levels 5 and 6?</p> <p>2. Said otherwise, may we choose the class offerings that meet the needs of our communities?</p> <p>3. May we change the font and text size in the four forms Appendix 1a – Component A - Demonstrated Effectiveness Conversion Chart, Program Component Worksheet (PCW), Program Information Sheet (PIF), Performance Targets-Component A forms? Or, in other words, does this count as a “table”?</p>	<p>1. No, there is no minimum number of classes.</p> <p>2. Yes, the program is responsible for choosing the class offerings.</p> <p>3. No, charts and tables are not required to adhere to the page limits and formatting specifications outlined on page 53 of the ALE RFP.</p>

146	<p>Questions on Follow Up Outcomes on page 85:</p> <p>1. How does the state define the outcome of “Health Literacy”? Does this mean ability to speak with medical professionals, or engagement in some kind of health-related coursework?</p> <p>2. How does the state define “Financial Literacy”? The ability to use a bank account or are you looking for enrollment into a financial literacy workshop? Could both be outcomes?</p> <p>3. Similarly, how does the state define a “Family Literacy” outcome? Does this include participating in a workshop on the topic, or a participant noting they read to their children before, for example?</p>	<p>1. The program would enter the outcome in ASISTS to demonstrate how students engaged in health-related coursework and/or activities i.e., attended health fair, applied for health insurance, completed a medical form, etc.</p> <p>2. The program would enter the outcome in ASISTS to demonstrate how students engaged in Financial Literacy i.e., set up bank account, attended Financial Workshop, etc.</p> <p>3. The program would enter the outcome in ASISTS to demonstrate how students engaged in Family Literacy i.e., assisted with children's homework, parent teacher conference etc.</p>
147	<p>Should providers add in the NY State Performance Targets for ESL NYRS Levels 1-6 and Employment at second quarter after exit target in the Performance Targets Component A - Adult Basic Education and Literacy Services Programs 2-25-2030 Targets? Or does the state want providers to add in the NY state performance targets?</p>	<p>Programs should include the number of proposed students for each measure, i.e., ABE, ESOL, and ASE.</p>
148	<p>Program Component Worksheet (PCW) - What is the correct way to calculate the contact hours? For example, in city contracts, we calculate this by class.</p> <p>1. Would the state like us to calculate contact hours by total student time or by total class time?</p> <p>For example, if by student, if we had 100 students in a class of 120 hours, it would equal 12,000 contact hours (100 students x 120 hours)?</p> <p>Or if by class, for NYRS ESL Levels 1-2, if we had 100 students in 10 classes where each class had 120 hours, then it would equal 1,200 contact (10 classes x 120 hours)?</p> <p>2. Does this include practice sessions or volunteer supported sessions? Should we add this additional number in?</p>	<p>1. The Program Component Worksheet should be calculated using the number of students multiplied by the number of instructional hours i.e., ( 20 Students X 100 Hours = 2,000 Class Hours).</p> <p>2. Volunteer instructional supported sessions (contact hours) would be considered instruction and should be included in the Program Component Worksheet.</p>
149	<p>If we have 210 students, do we need a second full-time Case Manager, or may we hire a full-time and a part-time Case Manager?</p>	<p>A total FTE of 1.05 would be required for 210 students. It would be a program decision to hire additional case managers or assign staff to multiple roles to meet the FTE requirement.</p>
150	<p>Page 6 of the RFP provides information related to direct instruction requirements. Are programs required to have all three components (i.e., adult basic education [ABE], English for Speakers of Other Languages [ESOL], and adult secondary education [ASE]), or can a program have one component, i.e., ESOL services for people who are not English language proficient or ABE services for people who are English language proficient?</p>	<p>Programs can chose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL.</p>



151	<p>NYSED notes on page 59 of the RFP:</p> <p>“Proposed Outcomes and Accountability: (20 points) Describe the effectiveness of adult education instruction as demonstrated through the 2022/2023 NYRS Report Card or complete the Appendix 1a – Component A - Demonstrated Effectiveness Conversion Chart. The Performance Target Worksheet included within the application must clearly indicate that program targets are consistent with NYS 2020-2025 targets and those targets are identified for each program type offered by the applicant: ABE, ASE, and ESOL.”</p> <p>1. Should applicants draft these details as a section of the 10-page narrative?</p> <p>2. Should we instead drop a copy of the different outcome and performance target charts into the 10-page narrative document?</p> <p>3. Or should this section include the four outcomes related documents of Appendix 1a. Demonstrated Effectiveness Chart, Program Component Worksheet (PCW), Program Information Sheet (PIF), Performance Targets-Component A.</p>	<p>1. The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Budget Narrative.</p> <p>2. The Performance Targets are not included in the 10-Page Narrative and can be uploaded as a separate attachment.</p> <p>3. The Demonstrated Effectiveness Conversion Chart, Program Component Worksheet, Program Information Sheet, and Performance Targets are not included in the 10-Page Narrative and can be submitted as separate attachments.</p>
152	<p>On page 57, the state notes: “The Proposal Narrative and Budget Narrative are to be submitted on single-spaced 8.5” x 11” pages with one-inch margins. Charts/tables are not required to adhere to this standard.” Later the state says, “Use a Times Roman or Arial font in a 12-point size.”</p> <p>1. Also on page 57, the state writes: “If the Proposal Narrative and Budget Narratives exceed the page limit, the excess pages will not be read by the reviewers. Do not include any attachments or addenda.” Does this mean, we cannot include the four outcomes' documents as attachments and rather include</p> <p>2. If the Proposal Narrative and Workplan include similar questions on similar content, may we cross refer without being penalized for points? For example, in the Project Narrative, it notes, “Timeline is included to demonstrate and ensure completion of RFP deliverables. Demonstrates how adult education programs will work with ALE students to meet or exceed benchmarks.” However, this content is included in the Workplan. May we cross refer to other Documents and sections outside the narrative in situations like this one, without being penalized for points, as 10-pages is a very limited narrative length?</p>	<p>1. The Demonstrated Effectiveness Conversion Chart, Program Component Worksheet, Program Information Sheet, and Performance Targets are not included in the 10-Page Narrative and can be submitted as separate attachments.</p> <p>2. Yes, cross referencing is acceptable.</p>
153	<p>In the Workplan, the state asks: “Describe methods of instruction. (modalities and locations) (5.1.1). Evidence of program success is provided.</p> <p>Does the state mean, “Describe methods of instruction such as modalities and locations (5.1.1) and how evidence of program success is provided”?</p>	<p>Yes, the Work Plan should describe how the program intends to meet their deliverables for the duration of the contract. Each section of the work plan should be completed in its entirety with a detailed description of the methods, strategies, and tools used to reach goals. Each of the five years should be completed in the work plan.</p>

154	<p>Page 6 of the RFP discusses administrative costs and indirect costs. With regards to administrative costs, is there a form that is required if an organization wishes to negotiate a rate higher than five percent? With regards to indirect costs, where can one obtain a copy of the FS-87-R forms? I did not see the forms as part of the RFP package.</p> <p>Also, how does NYSED define administrative costs? How does NYSED define indirect costs? Definitions for these terms are not included in the glossary of terms.</p>	<p>To negotiate a higher Administrative rate, programs would provide a written justification to AEPP. There is not a form for this purpose.</p> <p>Please refer to the Grants Finance website for additional information: <a href="https://www.oms.nysed.gov/cafe/">https://www.oms.nysed.gov/cafe/</a>. Questions can be submitted to GrantsWeb@NYSED.GOV to obtain the FS-87-R form.</p> <p>Administrative Costs are function based and not related to direct program services, i.e., accounting, payroll, personnel, and management.</p> <p>Indirect Costs are those costs which are not readily identifiable with a particular cost objective i.e., insurances and payroll fees.</p>
155	How long can/should the Abstract be? Is it part of the 10 page Narrative?	There is no page limit for the Abstract. It is not part of the 10 page Proposal Narrative.
156	<p>The Program Component Worksheet asks us to indicate in the following table the projected number of students who will be served at the NYRS levels indicated within the program types and the related contact hours for the following</p> <p>Program Types: ABE, ASE, ESOL, Family Literacy. Please confirm that applicants are allowed to offer classes in only one of these Program Types (as long as a minimum of 50% are in levels 1-2), and that there is no expectation to project a number of students in more than one Program Type. As a follow up question, will applicants be rated less favorably if they offer only one program type (for example where all students will be enrolled in an ESOL program)?</p>	<p>Programs can chose to offer ABE, ASE, and ESOL, or only ABE, ASE, or ESOL, as long as at least 50% of the students are at EFL 1 - 2.5.</p> <p>No, the submissions will be rated as outlined on pages 53 - 57 of the RFP.</p>

157	<p>1. This is the first AEPP RFP that requires Component A – Work Plan. What level of detail is expected in Component A – Work Plan? Is there a word count minimum (or maximum)? Is there a sample/example we could refer to? How will the content we provide be scored?</p> <p>2. We notice a great deal of overlap between the Component A – Workplan and the content we should provide throughout the proposal. For example, the Proposal Narrative scoring rubric section 3a states: “The applicant describes methods of instruction. (Volunteers, modalities, and locations). Methods and evidence of program success are provided. The Component A – Work Plan Object 5 states: “Describe the methods of instruction (modalities and locations) Evidence of program success is provided. Describe how students, teachers, and leadership will be included in evaluating and improving program services. Is the intention that this content is repeated in both sections in different formats: in narrative form (in the Proposal Narrative) and in bulleted form (in Component A – the Work Plan)? If so, is there a reason why the Narrative requests information on volunteers, and the Work Plan doesn’t? If not, can you say more about how</p>	<p>1. The Work Plan does not have a word count limit and should describe how the program intends to meet their deliverables for the duration of the contract. Each section of the work plan should be completed in its entirety with a detailed description of the methods, strategies, and tools used to reach goals. Each of the five years should be completed in the work plan. There is no sample work plan available for reference.</p> <p>2. The Work Plan describes improvement and performance, including steps to maintain satisfactory performance and steps for improvement. The work plan describes how each of the roles will provide support to improve program performance. The Proposal Narrative describes methods of instruction (volunteers, modalities, and locations). Methods and evidence of program success should be provided.</p> <p>3. If the program does not have a FY2022-2023 Report Card, then the most recent performance information should be used to demonstrate effectiveness.</p> <p>4. Adult Education Teachers must achieve minimum credentials of at least a high school diploma or its equivalent and possess sufficient experience teaching in Adult Education as a requirement under AEPP.</p> <p>5. No, volunteers are not mandatory.</p>
158	There seems to be a typo in the Component A-Workplan. While there is a separate form for each of the 5 years, the first objective in all 5 years indicated Fiscal Year 2025.	Yes, the fiscal year referenced in the objective should correspond to each year of the grant period.
159	What is the minimum number of students that the grant applicant must deliver 150 hours of instruction to per year?	The program would provide the projections for the number of students they are proposing to serve.
160	What is the maximum number of volunteers/tutors who can participate in the grant program execution per year?	The program would determine the number of volunteers/tutors necessary to support the adult education programs.
161	Should a grant program serve less than 200 participants per year, will the grantee still be required to fund the case management with a minimum of one full time Case Manager?	One full time Case Manager is required for every 200 students. Programs must fund case management with a minimum Full Time Equivalent (FTE) of one (1) full time Case Manager for every two hundred (200) participants served.
162	What is the average minimum number of students who must attend the classes for this grant program per year?	There is no average minimum number of students that must attend classes for the grant program per year. Programs are required to provide projections for the number students they plan to serve each year.
163	How many in-person site visits from the funder should the grantee expect per year?	AEPP/RAENs/STACs perform periodic site visits each year to all AEPP funded programs.

164	Please provide clarification on which assessment measures that we can use to measure the students' literacy gains for this grant program. The BEST Plus 3.0 assessment and BEST Literacy provided on Pages 83 and 84 of the RFP as examples of assessments that we can use are not reflective of the current BEST Plus 3.0 and BEST Literacy assessments utilized by organizations who provide ESOL/Adult Literacy programming.	New York State Approved Assessments for Fiscal Year 2025-2026 are: TABE 13/14, TABE CLAS-E, BEST Plus 3.0, and Best Literacy 2.0 as of July 1, 2025.
165	The grant program requires us to collect and report Social Security Numbers, which will be provided for the purpose of NYSDOL's Unemployment Insurance (UI) data matching process. Can this program requirement be waived to be sensitive to the federal government's current administrative policies and the participants' rights to maintain confidentiality on their personal information? Will the grantee be penalized for not following grant program requirements, should the grantee not collect and report the Social Security Numbers of our program participants?	Social Security Numbers are not required. However, all participants must be tracked for employment performance indicators. The Social Security Number is used for the New York State Department of Labor's Unemployment Insurance Data Match Process. Participants without Social Security Numbers must be surveyed manually with documentation log of date, time, and response from contact in ASISTS.
166	8) Will undocumented students still be able to participate in this grant program?	8. There's been no change in the student eligibility to participate in ALE programs. Programs are responsible for student enrollment.
167	Under the Assessment Requirements section of the RFP, it states that the grantee must conduct program post-tests at 40 contact hours. Will the grantee still be considered successful in meeting grant program Assessment Requirements, should it conduct program post-tests after 40 contact hours?	Programs should post-test students when they achieve a minimum of 40 hours of instruction.
168	Can you please provide us with basic guidelines (regarding content and formatting) for the Work Plan that is required as part of our grant application?	The Page Limits and Formatting Specifications do not apply to the Work Plan. The Work Plan templates for Component A and B are linked on the following webpage: <a href="https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale">https://www.acces.nysed.gov/vr/rfp-gc25-007-state-adult-literacy-education-ale</a> .
169	Is it possible for the Questions and Answers Summary for this grant to be posted earlier than April 28, 2025? Grantees will need to adjust their grant narrative based on this Questions and Answers Summary. Having the Questions and Answers Summary be posted on April 28 (a week before the grant submission deadline) makes it challenging for grantees to submit a competitive grant application in alignment with all grant requirements.	The Proposal submission deadline was extended to May 14, 2025.
170	The application checklist on page 50 of the RFP, #9 lists five FS 10 budgets. There is a link under the words FS 10 to the Grants Finance page that contains the FS 10 budget form. Is the FS 10 budget form you want us to submit or is it the budget forms on page 88-96? The title on the budget form that begin on page 88 is Full Time Equivalency (FTE). The form that start on page 88 looks the budget narrative form we have done for past RFPs. Please clarify where we can find the FS 10 form and the budget narrative form.	Programs must use the FS-10 that is available on the Grants Finance Website: <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a> . Programs should use the Budget Narrative Template that is being added to the checklist. The template is recommended, but not required. The Budget Narrative must align with the FS-10 Budget. A Budget Narrative must be completed for each FS-10 Budget, and submitted for each of the five budget years, at no more than 3 pages for each year. The table on page 88-96 will be deleted from the RFP. Please note that the Full Time Equivalency (FTE) Worksheet is linked on pg. 88 and should be completed for year one.

171	<p>1. Does the program manager have to be full-time and dedicated to the program</p> <p>2. It is unclear whether we can offer ABE or HSE in Spanish. Can we offer Adult Education Classes in Spanish?</p> <p>3. If we do not have an ALE report card, do we use another state report card or can we submit our performance reports?</p>	<p>1. Yes, Program Managers Full Time Equivalent (FTE) is predicated on the size of the AEPP award, and must be sufficient to perform program administration and meet the program deliverables.</p> <p>2. No, Adult Education must be conducted in English.</p> <p>3. If a FY2022-2023 Report Card is not available, then the Demonstrated Effectiveness Conversion Chart must be completed.</p>
172	<p>Data Security and Privacy Plan – Portal section upload:</p> <p>1. Could the state kindly provide instructions on what form we should complete and where to find it? There was no information about this in the RFP.</p> <p>2. Can NYSED clarify what we should upload in this section? We think it might be Appendix R (<a href="https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf">https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf</a>) which the state has required in the past. Is this what applicants should use?</p> <p>3. Note, as NYSED gave no information on this document, it may take time for respondents to review, fill out and submit it. Many organizations utilize IT experts or specialized vendors to support these types of data protection needs. The three days available between 4/28 and 5/5 may not give respondents adequate time to complete, edit, vet, and then upload such a document.</p>	<p>There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into the "Data Security and Privacy Plan" upload box.</p>
173	<p>As indicated on p. 53 of the RFP, the Proposal Narrative is to be no more than 10 pages in length. It appears that for Component A these 10 pages will include the following six sections: Abstract; Proposal Narrative; Project Description; Regional Networking and Interagency Coordination; Proposed Outcomes and Accountability; and Staff Development. Is this correct?</p>	<p>The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>1. Proposal Narrative</li> <li>2. Project Description</li> <li>3. Regional Networking and Interagency Coordination</li> <li>4. Proposed Outcomes and Accountability</li> <li>5. Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Budget Narrative.</p>

174	<p>Technical Proposal / Narrative and Workplan Questions:</p> <p>1. Combined Narrative/Workplan Page limits:</p> <p>In the portal online form, it asks us to upload the narrative and the workplan together. Do workplan pages count towards the total 10-page narrative page count?</p> <p>2. Full upload, as one document or many?</p> <p>Should the Abstract, Workplan, and Narrative sections be combined into one PDF under the "Technical Proposal/Narrative and Workplan" upload?</p> <p>Is there a total page limit for this combined file (10 pages, 13 pages, or more)?</p> <p>3. Workplan page limits:</p> <p>Is there a maximum page limit specifically for the Workplan?</p> <p>4. Order of the Narrative/Workplan upload:</p> <p>We plan to propose for Component A and are seeking clarification on format and page limits. In prior rounds, the Abstract, Proposal Narrative, Project Description, Regional Networking and Interagency Coordination, Proposed Outcomes and Accountability, Staff Development, and Budget Narrative were included in a single 10-page narrative. For this RFP, should these sections still be combined into a single document within a 10-page limit, or submitted separately as individual uploads (1–2 pages each)?</p>	<p>1. The 10 Page Narrative should include the following:</p> <ol style="list-style-type: none"> <li>Proposal Narrative</li> <li>Project Description</li> <li>Regional Networking and Interagency Coordination</li> <li>Proposed Outcomes and Accountability</li> <li>Staff Development</li> </ol> <p>The Abstract, Program Component Worksheet, and Demonstrated Effectiveness Conversion Chart are not included in the 10 Page Narrative.</p> <p>2. Yes, the documents can be combined into one PDF and uploaded in the "Technical Proposal/Narrative and Workplan" upload box.</p> <p>3. The Work Plan does not have a page limit. The Proposal Narrative has a 10-page limit, and the Budget Narrative has a 3-page limit. These are the only documents with page limits.</p> <p>4. Please combine documents when possible.</p> <p>5. See answer to question #1.</p> <p>6. See answer to question #2 and #4.</p>
175	<p>Budget Narrative:</p> <p>1. Should it still be included briefly within the 10-page narrative or as an additional 3-page narrative? Or, would this be uploaded in the Cost Proposal/Budget section of the portal?</p> <p>2. For the full 5-year FS-10 Budgets and Narrative – is the budget narrative included within the budget found in RFP pages 93-100 or only with the proposal narrative section or both?</p>	<p>1. The Budget Narrative is not included in the Proposal Narrative. The Budget Narrative should be uploaded in the "Cost Proposal/Budget" Section of the online application.</p> <p>2. Programs must use the FS-10 that is available on the Grants Finance Website:  <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a>. Programs should submit one Full Time Equivalent (FTE) form that is linked on page 88, and five Budget Narrative Templates, each not exceeding 3 pages. The Budget Narrative Template is being added to the checklist. The template is recommended, but not required.</p> <p>Please submit all budget documents (five FS-10s, five Budget Narrative Templates, and one FTE form) in the "Cost Proposal / Budget" upload box on the Application Form in HighQ. Please submit each budget year as a separate file, with the FTE form for year 1 only.</p>

176	<p>Could the state confirm if the attachments should be uploaded in this order and by these packets?</p> <p>1. Submission Documents / Certifications: This should include the Application cover page, application checklist, payee information, workers' compensation, disability benefits documentation.</p> <p>2. Technical Proposal / Narrative and Workplan: Includes an Abstract, Narrative (+ description and other categories), demonstrated effectiveness conversion chart, performance targets, program component worksheet, program component information sheet form, workplan</p> <p>3. Cost Proposal / Budget: Is the Cost Proposal from the ALE RFP page 93-100? This was not clear in the RFP. If this is correct, then for this section, we should then attach five (5) copies of the cost proposal from the RFP for each program year AND five (5) signed copies of the FS-10 budget for each program year. Is this accurate?</p> <p>4. M/WBE Package – signed MWBE and EEO plan</p> <p>5. Data Security and Privacy Plan – can NYSED clarify what we should upload in this section? It was not specified in the RFP. Is this what we should fill out? <a href="https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf">https://www.nysed.gov/sites/default/files/programs/funding-opportunities-procurements/mm-gf-2023-10-appendix-r.pdf</a></p>	<p>The order or submission method will not count against an applicant, as long as all required documents are received on time.</p> <p>Most of the application documents should be uploaded into the "Technical Proposal / Narrative and Workplan" box. FS-10 Budgets, Budget Narratives, and the FTE Worksheet should be uploaded into the "Cost Proposal/Budget" upload box.</p> <p>The MWBE package into the "M/WBE Package" upload box. Nothing needs to be submitted in "Submission Documents / Certifications."</p> <p>There is no signed Data Security and Privacy Plan required. Nothing needs to be uploaded into that box.</p> <p>Programs must use the FS-10 that is available on the Grants Finance Website: <a href="https://www.oms.nysed.gov/cafe/forms/">https://www.oms.nysed.gov/cafe/forms/</a>. Programs should submit one Full Time Equivalent (FTE) form that is linked on page 88, and five Budget Narrative Templates, each not exceeding 3 pages. The Budget Narrative Template is being added to the checklist. The template is recommended, but not required.</p>
177	<p>Does a separate budget narrative need to be included with each of the five required FS-10 budget forms indicated on pages 7 and 55 of the RFP?</p>	<p>Yes, please submit a budget narrative with each of the five FS-10s.</p>

178	<p>Narrative/Workplan/Data Submission Content Questions:</p> <p>1. ALE NYRS Report Card Upload or Demonstrated Effectiveness Chart:</p> <p>The RFP asks us to upload a copy of the (2022-2023) ALE NYRS Report Card. Is it supposed to be the 2023-2024 or 2024-2025 report card?</p> <p>Our organization was post-awarded in 2022, and therefore we do not have the complete data for 2022-2023. May we use data from 2023-24 or partial 2024-25 data?</p> <p>2. Student count:</p> <p>If a student enrolls in a NRS Level 1 class and graduates successfully from that class, then moves onto NRS Level 2, is that student counted as 2 enrollments or as 1 enrollment?</p> <p>3. Narrative:</p> <p>Are footnotes in the narrative allowable?</p> <p>4. Technical Assistance questions:</p> <p>Page 23: “As a supplement to RAEN services, additional one-on-one support and technical assistance will be provided through the organization funded in Component B (STAC) to further deepen understanding of the College and Career Readiness skills embedded in the NYSED CareerKits, learning disabilities, as well as program performance and accountability.”</p>	<p>1. No, the FY2022-2023 Report Card should be uploaded. If the FY2022-2023 Report Card is not available, the Demonstrated Effectiveness Conversion Chart must be completed.</p> <p>2. The student would count as one enrollment.</p> <p>3. Yes, footnotes are allowed.</p> <p>4. Programs are required to attend AEPP and RAEN trainings for the 14 hours of Professional Development. As a supplement to RAEN services, additional one-on-one support and technical assistance will be provided through the organization funded in Component B (STAC), Pg. 21 #4</p>
179	<p>Staffing questions:</p> <p>-Can NYSED clarify which staff are new roles for Component A?</p> <p>-Other than the Case Manager, are any other roles mentioned in the RFP mandated as full-time and/or part-time?</p> <p>-Other than the Case Worker, may “necessary roles” for Component A be part-time or In-kind? May they be held by a volunteer?</p>	<p>No new staffing roles.</p> <p>There is no full-time or part-time requirement for staff. One full-time equivalent case manager is required for every 200 active students. Program management and data management are predicated on the AEPP award size for each funding source.</p> <p>No, required staffing positions can be provided in-kind, but they cannot be volunteers.</p>
180	<p>Given that volunteers are listed as a necessary role for Adult Education Programs for component A on page 14 of the RFP, is it expected that volunteers be included on the budget narrative and FS-10 as unpaid program support?</p>	<p>Volunteers are an integral component of adult education services under AEPP. Volunteers do not replace an AEPP funded teacher. Volunteer staff do not need to be included in the FS-10 Budget, but should be included in the Budget Narrative and FTE Worksheet.</p>
181	<p>Technical questions:</p> <p>- Are electronic signatures acceptable for the forms that need to be signed?</p> <p>-For tables, must we use Times New Roman font? May it be less than 12-point font, such as 10-point?</p>	<p>Yes, electronic signature are acceptable for RFP GC 25-007. Charts and Tables are not required to adhere to the standard submission rules.</p>
182	<p>Do the five requested FS-10 budgets replace annual submission of an FS-10 form?</p>	<p>Yes, the five (5) FS-10 Budgets will replace the annual fiscal renewal documents submission on an annual basis.</p> <p>Programs will have the opportunity to submit modification during the annual amendment period.</p>



183	<p>Case Manager and Intake Coordinator Question:</p> <p>Referencing: "While every ALE program may not have exclusively dedicated Intake Coordinators, they are required to have staff that provide the various intake activities listed in this section."</p> <p>May the Intake Coordinator be an existing staff member?</p>	<p>Yes, the Intake Coordinator can be an existing staff member.</p>
184	<p>Data Manager and Intake Coordinator:</p> <ul style="list-style-type: none"> <li>* May the Intake Coordinator be an existing staff member?</li> <li>* May the Intake Coordinator be in-kind staff?</li> <li>* May the Intake Coordinator be part time staff?</li> <li>* May we hire a Data Manager at 50% PTE and an Intake Coordinator at 50% PTE?</li> <li>* May the Intake Coordinator and the Data Manager roles be filled by the same person at 50% for each role?</li> </ul>	<p>The Intake Coordinator can be an existing staff member and the Intake Coordinator services can be provided in-kind. Intake Coordinators can be part-time staff.</p> <p>Data Managers Full Time Equivalent (FTE) is predicated on the size of the AEPP award, and must be sufficient to perform data administration and meet the program deliverables.</p> <p>The Intake Coordinator and Data Manager roles can be filled by the same person at 50%, as long as the FTE allocation is sufficient to perform the required job duties for each position.</p>
185	<p>In the Proposal Evaluation Rubric on page 65 for Component A, #6. Proposed Outcomes and Accountability, Item 6a., is it the Program Component Worksheet or Performance Targets?</p>	<p>It is the Performance Targets.</p>