

Utah Adult Education 2023 AEFLA/WIOA Competition Q & A  
Updated February 8, 2023

**1. What is the UEI number on the application for AEFLA?**

In the past, competition applications have required a DUNS number. On April 4, 2022, the unique entity identifier used across the federal government changed from the DUNS Number to the Unique Entity ID (UEI). The UEI is a 12-character alphanumeric ID assigned to an entity by SAM.gov. More information can be found at: <https://sam.gov/content/duns-uei>.

**2. The timeline for the competition is pretty tight. Is it possible to get an extension?**

It is not possible to get an extension. Applicants will have to submit all applications by the published deadline to be considered for an award.

**3. Will the WIOA Competition Technical Assistance Meeting be recorded?**

Yes, the WIOA Competition Technical Assistance Meeting will be recorded and a link will be posted to the website.

**4. Do I need to submit a Demonstrated Effectiveness application for each funding type?**

You do not need to submit a new Demonstrated Effectiveness application for each type of funding requested (i.e., ABE, IELCE, P&I). Each program needs to submit only one application to show effectiveness and be deemed eligible.

**5. On the scoring rubrics for demonstrated effectiveness, what would you like programs to do when the question asks for a % of reported data, but according to UTOPIA reports the program didn't have students that entered into the program at a certain level that corresponds to the question? Would the program just enter N.A., as not applicable, and the score of the question is taken away from the total points for the application? Does qualtrics allow for that kind of response?**

The data questions are not required in Qualtrics, so you don't need to enter anything in the spaces if you don't have data to provide (although N/A would also be appropriate). Federal requirements dictate that eligible providers provide evidence of demonstrated effectiveness for low literacy. Lacking data to provide evidence of demonstrated effectiveness for low literacy will result in a reduced score for demonstrated effectiveness. These funds are intended to serve students who are most in need, therefore programs serving low literacy students would receive priority as evidenced in a higher score.

However, the last question allows for programs to provide a narrative describing issues that may have arisen impacting their ability to demonstrate effectiveness. It is possible that an appropriate narrative could compensate for any reductions in scores.

Note that incomplete data would result in the loss of an additional point for each question. Some response to each data question is needed to receive the point for complete data.

**6. For the IET component of IELCE, does the program need a post-secondary or employer partner to provide the training component?**

Programs are required to ensure that all three components of an IET (i.e. adult education, workforce preparation, and workforce training) are included in the design of the IET program. The provider can provide all the training or work in conjunction with partners. The key is that the 3 components must happen concurrently and contextually.

**7. Could the workforce training component of an IET be more general—like an introduction to healthcare occupations?**

General career exploration or job readiness courses would not meet the requirement because the workforce training portion must be targeted at a specific occupation or occupational cluster and part of a career pathway. You could provide an “on-ramp” or “bridge” course as a first step in a career pathway, but there should be a clear next step on the pathway for students.

**8. Regarding the directions for Question 9 (on Page 10 of the Demonstrated Effectiveness Guide), the instructions say to follow the process from question six, but that doesn't make sense.**

This is an error. It should say question 8. The only difference in process between questions 8 and 9 is the year you are pulling the data for.

**9. For Demonstrated Effectiveness, can I submit data for a sub-population within my program?**

A program can identify a relevant sub-population and submit data for that sub-population instead of the entire program (i.e. jail or prison classrooms for a P&I grant). The sub-population should be clearly identified and explained in the appropriate box of the Demonstrated Effectiveness application.

**10. How does Demonstrated Effectiveness affect the final application?**

Each applicant that meets the minimum score (24 points) on Demonstrated Effectiveness will receive an Effectiveness Percentage score that they will use to respond to the Past Effectiveness question on the full application. Past Effectiveness accounts for 10 points of the total application score. The full scoring rubrics are included in the WIOA Competition 2023 Resource Packet that will be provided to all eligible applicants on February 27.

- 11. It seems like the application is supposed to be based on a project, and then it's done. Does the application need to be based on a project with a completion date or can it be an ongoing project?**

The application should be based on a project, but the project can be an ongoing project that reaches beyond grant completion dates.

- 12. Is the rule that you can't supplant state funds, or that you can't supplant any other funding sources?**

"Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities" (WIOA, 2 U.S.C § 241 (a) (2014).

- 13. Is it considered greedy for me to ask for additional funds to expand services for my program?**

No, it isn't considered greedy to ask for additional funds to expand services when the expansion of services can be justified by a demonstrated need.

- 14. Do jails and prisons in Utah have access to the internet?**

Typically, the jails and prisons in Utah do not have access to the internet, but some jails have limited access to the internet and the prison has some connectivity to the internet through the tablets distributed to inmates.

- 15. If the data for a question is zero percent, should I put zero in the question or leave it blank, or does it matter?**

Because there are points for complete data, you should respond to each question that you have data for. Complete data responses include a numerator, denominator, and percentage (e.g., 0/3=0%).

- 16. Is there a section on the Demonstrated Effectiveness where I can submit supporting documentation?**

The last question is optional and allows you to upload supporting documentation.

- 17. Can a program only submit outcomes from NRS Approved Assessments?**

Generally, programs should only submit outcomes obtained through a pre and post-test given on a National Reporting System (NRS) approved assessment. There are two exceptions to this rule; 1. If a program is not previously funded, students may not have been assessed with an NRS approved assessment. In this case, the program may use a non NRS approved assessment. 2. Mathematics assessments for students in an English language acquisition (ELA) program. There is not an NRS approved assessment for ELA students so any assessment data may be used to show the effectiveness of mathematics instruction for students in an ELA program.

**18. If we were previously funded in prior competitions, but not in the currently funded competition do we respond to the previously funded or non-previously funded questions?**

If your program is not currently funded through AEFLA funds, you would respond to the non-previously funded questions.

**19. Can we use data from years prior to 2020-2021 or 2021-2022?**

No. Programs need to provide data from the years indicated in the application. If the program had a year or two of data that was abnormally low, the last narrative question can be used to explain why the data was an anomaly for the program. In that circumstance, including data from prior years to complete the narrative for the last question might be appropriate.

**20. Are programs answering the demonstrated effectiveness for mathematics question based on how many students who were tested in math received a level gain in math?**

No. The applicant should be responding with the percentage of the total students enrolled in the program who received a level gain in mathematics.

**21. Do the extra points earned from the narrative question at the end of the Demonstrated Effectiveness application carry over to the full competition as part of the Effectiveness Percentage on Past Effectiveness?**

No. The Effectiveness Percentage will not include the narrative question points.

**22. Did you run any tests of the scoring rubrics to see which programs qualify?**

No. We have not calculated any program's score. We will only calculate program's scores based on the application submitted.

**23. If the intent of the funds is to serve those most in need, how is a high school diploma or entrance into post-secondary a measure of Demonstrated Effectiveness for that population?**

The intent of the funds is to serve those most in need and to make them economically stable, which normally requires a secondary credential and often additional post-secondary education or training.

**24. Would you prefer questions be asked via email or phone calls?**

Email or phone works equally as well.

**25. Is there an alternative format to Qualtrics to submit the applications?**

No. All Demonstrated Effectiveness and WIOA Competition applications must be submitted via Qualtrics.

**26. For Demonstrated Effectiveness, should we round to the nearest whole number?**

You should submit data using two decimal places or rounded to the nearest hundredth.

**27. If the program I work for provides mental health services or other supportive services, can I include those services in the full application Program Intensity and Quality questions?**

Yes. You should include any applicable services that your program provides. This could include services provided through outside partnerships.

**28. If you apply as a consortium, do all the members of the consortium need to go through the Demonstrated Effectiveness application?**

Yes. All providers who are part of the consortium need to be eligible as determined through the Demonstrated Effectiveness application process.

**29. On the full grant application, should I list partners who are making referrals to the program in the Career Pathways questions?**

You would not include partners who are making referrals in the Career Pathways question unless that partner is helping the program expand or develop Career Pathways.

**30. Is it okay to use educational language or assume that readers have an educational background?**

Applicants should clearly explain any acronyms and should not make any assumption about the readers' knowledge or background.

**31. Can we use an alternative form for the budget?**

No. Applicants should utilize the spreadsheet provided.

**32. Do we need to site our sources when responding to prompts in the main application?**

Anytime you reference a specific data source or study, it is best practice to include a citation. Keep in mind that the readers may not be familiar with adult education and things you consider common knowledge may not be obvious to everyone.

**33. For the Demonstrated Effectiveness scoring rubric, we need to provide the numerator, denominator, and percentage. For question 1.C. and question 2.C How do I determine the numerator and denominator for the percentage provided by "percentage of periods of participation with measurable skill gains" from table 4? Similar question for Question 8 for B. C. and D and Question 9 B. C. and D.**

These can be found on table 4 as highlighted in the screenshot below. The sum of the three figures in yellow form the numerator, the blue figure is the denominator, and the green is the percentage. Based on this sample, you would enter  $830/2595=31.99\%$ . It

may be easier to find these figures when running the table as a PDF rather than an Excel file.

**Table 4**

EFL Name	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma	Percentage of Periods of Participation with Measurable Skill Gains
ABE Level 1	178	0	19,471	52	13	0	70	43	36.517%	179	52	13	0	36.313%
ABE Level 2	734	1	78,583	189	81	0	295	168	36.835%	735	189	81	0	36.735%
ABE Level 3	1,338	0	135,375	295	173	0	539	331	34.978%	1,355	297	174	0	34.760%
ABE Level 4	2,265	2	192,468	441	433	0	893	496	38.621%	2,276	445	434	0	38.620%
ABE Level 5	1,572	0	117,474	179	419	0	633	341	38.041%	1,586	180	421	0	37.894%
ABE Level 6	1,245	0	93,816	37	516	0	433	259	44.418%	1,260	37	523	0	44.444%
ABE Total	7,332	3	637,187	1,193	1,635	0	2,863	1,638	38.586%	7,391	1,200	1,646	0	38.506%
ESL Level 1	402	0	36,733	149	0	0	171	82	37.065%	409	149	0	0	36.430%
ESL Level 2	445	0	33,575	153	0	0	205	87	34.382%	447	155	0	0	34.676%
ESL Level 3	605	0	53,890	217	1	0	266	121	36.033%	608	217	1	0	35.855%
ESL Level 4	528	0	43,618	154	0	0	278	96	29.167%	528	154	0	0	29.167%
ESL Level 5	408	0	34,742	109	1	0	213	85	26.961%	410	110	1	0	27.073%
ESL Level 6	193	0	13,123	43	0	0	117	33	22.280%	193	43	0	0	22.280%
ESL Total	2,581	0	215,681	825	2	0	1,250	504	32.042%	2,595	828	2	0	31.985%
Grand Total	9,913	3	852,868	2,018	1,637	0	4,113	2,142	36.882%	9,986	2,028	1,648	0	36.812%

For questions 8 & 9, follow the same process focusing on the individual NRS levels as highlighted below.

**Table 4**

EFL Name	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma	Percentage of Periods of Participation with Measurable Skill Gains
ABE Level 1	178	0	19,471	52	13	0	70	43	36.517%	179	52	13	0	36.313%
ABE Level 2	734	1	78,583	189	81	0	295	168	36.835%	735	189	81	0	36.735%
ABE Level 3	1,337	0	135,364	295	173	0	539	330	35.004%	1,354	297	174	0	34.786%
ABE Level 4	2,265	2	192,468	441	433	0	893	496	38.621%	2,276	445	434	0	38.620%
ABE Level 5	1,572	0	117,474	179	419	0	633	341	38.041%	1,586	180	421	0	37.894%
ABE Level 6	1,245	0	93,816	37	516	0	433	259	44.418%	1,260	37	523	0	44.444%
ABE Total	7,331	3	637,176	1,193	1,635	0	2,863	1,637	38.592%	7,390	1,200	1,646	0	38.512%
ESL Level 1	402	0	36,733	149	0	0	171	82	37.065%	409	149	0	0	36.430%
ESL Level 2	445	0	33,575	153	0	0	205	87	34.382%	447	155	0	0	34.676%
ESL Level 3	605	0	53,890	217	1	0	266	121	36.033%	608	217	1	0	35.855%
ESL Level 4	528	0	43,618	154	0	0	278	96	29.167%	528	154	0	0	29.167%
ESL Level 5	408	0	34,742	109	1	0	213	85	26.961%	410	110	1	0	27.073%
ESL Level 6	193	0	13,123	43	0	0	117	33	22.280%	193	43	0	0	22.280%
ESL Total	2,581	0	215,681	825	2	0	1,250	504	32.042%	2,595	828	2	0	31.985%
Grand Total	9,912	3	852,857	2,018	1,637	0	4,113	2,141	36.886%	9,985	2,028	1,648	0	36.815%

**34. We have been trying to insert data tables into our pre-grant paperwork, and we are having troubles. Is there a specific page that will allow these, or some specific method we should be using?**

Save them as a document and upload them at the end of the application. You can then just refer to the tables in your answers.

**35. What are some examples of sub-populations a program could use for demonstrated effectiveness for the AEFLA?**

A sub-population could be based on site, area of focus, or course of study. Some examples include focusing on incarcerated individuals, students enrolled in a specific career pathway program, or ELL vs. ABE.