2016-2018 Comprehensive College Readiness and Success Models for 60x30TX (CRSM)

FAQ

NUMBER	QUESTIONS	ANSWERS
1	In reviewing the RFA and WebEx for CRSM funding we wondered if, as a new Catch the Next/Puente institution, we are eligible for this funding opportunity. We were made aware of this funding today, from Maria Martha Chavez Brummel of Catch the Next (CTN), while attending the CTN/Puente Summer Training Institute at University of Texas. The point of confusion is whether CTN/Puente must already be in place, seeking expansion, or are we eligible as the first Lone Star College campus considering implementation of the CTN/Puente model for Fall 2016?	Because this grant is for scaling or enhancing existing courses and initiatives, an institution must have evidence that it has implemented the option(s) it intends to address for at least one year (see Section 1.2: "Application must include at a minimum one year of rigorous evidence of the impact of the model(s) at the applicant's respective institution"). The Puente program is based on an integrated reading/writing model (IRW). An institution must show evidence that it has implemented IRW for at least one year, but not necessarily the full Puente model. As long as there is evidence of the IRW course/intervention for a one-year period, then that would qualify for this RFA.
2	One of our departments submitted an Intent to Apply today, but our office wanted to confirm some information regarding the guidelines and submissions. 1. Section 2.3 "Maximum Number of Submissions by Applicant", states that eligible applicants may submit only (1) application. However, section 1.2 also states that "applicants may apply for one or more of the three models", while we are not eligible to participate in the Integrated Career Pathway, are we eligible to submit 1 application to each of the other two models (Gateway Course Completion and Acceleration)? Or, are we only allowed to submit 1 application and will need to choose one of the models for submission? 2. In addition, can you please confirm if you received more than one submission for this RFA from The University of Texas at Austin?	An institution must submit a separate 5-page narrative, budget, and projected students served (see Sections 10.5, 10.6, and 10.7) for each model option it chooses to address. An institution may address one, two, or all three model options. However, the information submitted for each selected model option must be submitted under one application per institution. In other words, there will only be one transmittal letter, one intent to apply (with each option in the subject line), one main point of contact, etc.
3	1. Can federal and/or state funding through Adult Education & Literacy (WIOA Title II) can be leveraged with this funding opportunity to pay for tuition and fees for students in the Integrated Career Pathways model under this RFA? 2. In compiling baseline data for the purposes of this grant application, would data for two terms including two fall terms or a single academic year be preferred? (This question was proposed during our meeting, but I was later unable to find any place where two terms of data was required for the application process.) 3. Will time and effort reporting be required for personnel paid by the grant? 4. Will reimbursement for students who complete courses in multiple categories (i.e. Gateway and Acceleration models) be awarded under each category separately? Or must students in all categories be uniquely counted?	**1)** Yes. Note THECB is not responsible for compliance with WIOA Title II funding requirements. Section 10.6 (pp. 13-14) outlines information regarding the budget, and Section 10.6.5 outlined the fundable activities allowed for this grant. Note that tuition and fees are not an allowable activity fundable with this grant; however, an institution may leverage other funding sources to address components that are not fundable under this grant. It is the institution's responsibility to determine that use of other funds is allowable under the parameters of the other funding source(s). **2)** Section 1.2 states the following: "Application must include at a minimum one year of rigorous evidence of the impact of the model(s) at the applicant's respective institution." The institution may choose to submit data from one academic year (summer is optional) or two sequential fall terms (e.g., fall 2013, fall 2014). **3)** No time and effort reporting will be required by THECB. However, check with your grants office to determine if *institutional* policy requires such reporting internally or for other reporting requirements. **4)** Each student successfully completing the college-level course or Level 1 CERT (for ICP option), regardless of model option, will be uniquely counted.

3 (CONT'D)	5. Are Gateway courses (under Program Models and Requirements) specifically defined by the Texas Higher Education Coordinating Board, or will the applicant be able to define these courses as specified in the grant as (courses that have a high rate of failure or withdrawal) locally? 6. Can these funds be used to pay salaries for tutors, success coaches, and others in a student support role? 7. Can any of the initial $50,000 be used to pay students' tuition? 8. Does the Project Director (PD) position have to be paid from grant funds? Is there a requirement for a percentage of time that the PD must devoted to the project?	**5)** The institution must select its own gateway courses that qualify as "high rate of failure or withdrawal" based on its own institutional data. **6)** Yes. Section 10.6.2 allows for the following as an allowable use of funds: "Other Professional and/or Support Staff. Other professional staff such as college/career navigator and/or transition counselors or advisers, supplemental instructors, tutors, data and reporting staff, secretarial, clerical, or other support staff." **7)** No. Use of funds for tuition purposes is not allowable. **8)** It is not a requirement that the PD position be paid by grant funds. If the institution covers the full cost of this position, it could be submitted as part of the required 10% match for the funds awarded, as outlined in Section 2.4. However, Section 8.1.6 states the following: "Applicant may allocate up to five percent (5%) of the total grant award toward the salary for this position." There is no requirement for percentage of time devoted by the PD to this project.
4	Can you please clarify if the narrative should be no longer than 5 pages single-spaced or 5 pages double-spaced per model. The RFP states that the additional attachments to the application must be double-spaced; however, it doesn't give any instructions on the narrative regarding spacing and margins.	As noted in Section 10.1.2, "Additional attachments to the Application must include the applicant's name and "Comprehensive CRS Models for 60x30TX" at the top of each page. Do not use a font smaller than 11. Attachments must be typed, double spaced, on 8 1/2" x 11" paper, clearly legible, with all pages sequentially numbered."
5	I am submitting the following questions about the CRSM grant with references to sections of the RFA as applicable. Thank you. • **Section 2.5, p. 6:** 1. Can you explain why, in the ICP model, the amount is "up to" $1500 rather than a flat $1500 per student completing under the written terms? 2. Under what circumstances would it be less? • **Section 7.3, p. 10**: 1. Is there a maximum skills deficiency level, based on testing, for a high school completer to be eligible in the integrated career pathway model? 2. Is there a minimum skills deficiency level, based on testing, for a non-high school completer to be eligible in the integrated career pathway model? 3. Can you address the eligibility of ESL students in detail? 4. Are there any stipulations/limitations on how many students in ICP can be a high school completer vs. non-completer?	**Section 2.5** **1)** The award amount is $1500 per verified successful completion of a Level 1 CERT, depending on availability of funds. **2)** There are no circumstances where a verified successful completion would be awarded less. **Section 7.3** **1)** See Section 10.4.1: Eligible high school complete students must be underprepared in at least two areas of reading, writing, or math. **2)** Non-high school complete students must qualify for Ability to Benefit and must be underprepared in at least two areas of reading, writing, or math. **3)** Students identified as ESL/ESOL should be considered like any other student and must be eligible to be enrolled in one of the three model options proposed by the institution to address: Gateway, Acceleration, or ICP. There are no additional or special eligibility requirements for this population. **4)** There are no stipulations/limitations on how many ICP students are, or are not, high school complete, except that all non-high school complete students must be eligible for Ability to Benefit, as outlined in the AtB link found in Section 2.5.

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(CONT'D)

• **Section 8.1.1, p. 10** says applicants must address "how marketable skills are introduced, supported, and/or promoted" in our models.

1. What is the definition being used here?

2. For the ICP model, would CTE marketable skills certificates we offer qualify?

3. For the acceleration model, what would the definition be?

• **Section 10.6, p. 14**, Fundable activities:

1. Are student tuition and fees allowable expenses?

2. If so, can we credit an amount per student based on hours taken, or can we credit only the balance on a student account not covered by other financial aid?

• **Section 11.4, p. 15** states that "All funding must be expended by August 31, 2018."

1. Does "all" include the initial $50,000 and all reimbursements based on completions?

2. If the prior answer is "yes," are we essentially demonstrating that all reimbursements are applied to "fundable activities" per 10.6 "NOTE," (p. 14) that are carried out during the grant period?

• **Appendices D and E, pp. 27-28**:

1. Based on these budget templates, is it correct that there will be no detail budget submitted for the use of the reimbursement funds received based on completions?

Section 8.1.1

1) The 60x30TX higher education strategic plan defines Marketable Skills as follows: "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities." Regardless of where an institution is in the process of developing and implementing its marketable skills strategy, we expect applicants to outline how the students served through this grant will be addressing this higher education goal. For more details about marketable skills, we highly recommend that applicants review the 60x30TX plan and consult with their administration to determine the best approach to addressing this requirement.

2) No. Marketable skills as outlined in the 60x30TX plan are different from and do not refer to the Marketable Skills Achievement Awards (MSAA)

Please note that MSAA's are not fundable under this grant; applicants choosing the ICP option must, at minimum, enroll students in a Level 1 CERT program.

3) An acceleration model is one in which an underprepared student is co-enrolled in a first college-level course and a developmental education (DE) course/intervention of the same subject area. The co-enrollment may be within the same semester or in back-to-back semesters. Please note students served in a one-semester model are funded at $250 per completion, and students served in a two-semester model are funded at $125 per completion. A "corequisite" model, according to TAC, Rule 4.53(8), is defined as the following: "Co-requisite (also known as mainstreaming)--An instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course."

Section 10.6

1) Tuition and fees are not fundable under this grant. See Section 10.6 for a listing of all the fundable activities.

2) Institutions are encouraged to seek other non-grant sources to cover tuition/fees (e.g., Pell grant, WIOA Title II funds, TPEG, etc.).

Section 11.4

1) All funding must be expended by August 31, 2018, including the initial $50,000 and other fee installments.

2) Yes, all funds are applied to "fundable activities," per Section 10.6.

Appendices D and E

1) Institutions must use all funds from this grant on the fundable activities as outlined in Section 10.6, as well as any uses that support further scaling and/or enhancement of the models under this solicitation.

#	Question	Answer
6	1. Our institution would like to submit a proposal to address two instructional models (Gateway Course Completion models and Acceleration models. On page 6 of the RFP, it states that the maximum number of submissions by applicant is one (1) application. On page 13 of the RFP, it states that the applicant must submit a budget and budget narrative for each of the instructional and student support strategies. Do we submit one application with two narratives and two budgets with budget narratives to address each instructional model? Or should we submit two proposals? Please clarify. 2. Do we need to include a list of the Gateway courses? 3. On page 5 of the RFP, it states that total available funding is $5,900,000 for the CRSM 60x30TX. On page 6 of the RFP, it states that awarded applicants will receive a minimum of $50,000 upon execution of the agreement. Is there an annual limit that can be requested? If so, what is the limit? 4. On page 5 of the RFP, it states that the applicant must include a minimum of one year of rigorous evidence of the impact of the models. What type of data or information do you want to see for this requirement? 5. Do the courses have to be redesigned prior to being award in August for the project or is it allowable to use the funding to redesign courses in year one and recruit students in year two? 6. On page 10 of the RFP under section 8.1.1, please elaborate on and define marketable skills.	**1)** An institution must submit a separate 5-page narrative, budget, and projected students served (see Sections 10.5, 10.6, and 10.7) for each model option it chooses to address. An institution may address one, two, or all three model options. However, the information submitted for each selected model option must be submitted under one application per institution. In other words, there will only be one transmittal letter, one intent to apply (with each option in the subject line), one main point of contact, etc. **2)** Yes, your institution must list each course (course name/course rubric) it has identified as "high withdrawal or failure (grade of D or F) rate" and provide one year (two semesters) of rigorous evidence of the impact of the model(s) you propose to scale and/or enhance for this grant. **3)** There are no limits to the amount of funding requested, except that the request must be based on anticipated numbers of students served in the total of courses identified as "high failure or withdrawal"; actual payments are based on verified numbers of students served (i.e., students who successfully completed the identified course(s)). **4)** Rigorous evidence would include, at minimum, A) baseline data (course success rates before the implementation of a model designed to improve success rates, B) next semester course success rates in those course(s) in which the model was applied, C) second semester course success rates in those course(s) in which the model was applied. The success rates should show improvement to indicate the initiative is showing promise and warrants further scaling and/or enhancement. **5)** There must be evidence that the model (such as course redesign) has already been employed to some degree and is showing promise. The grant funds must be used to further scale or enhance that model, but the grant funds must not be used to design and implement a brand new model (such as course redesign) that has no evidence of impact on a "high failure or withdrawal rate" course(s). **6)** The 60x30TX higher education strategic plan defines Marketable Skills as follows: "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities." Regardless of where an institution is in the process of developing and implementing its marketable skills strategy, we expect applicants to outline how the students served through this grant will be addressing this higher education goal.
7	We understand that the grant pays upon completion. We have submitted a Notice of Intent for the Acceleration model and need clarification on the budget. Is a minimum of $50,000 awarded as baseline operating funds before reimbursement begins or must grant recipients earn enough completions to equal $50,000 of funding? Perhaps this is clearer: 1.1 Initial Funding. Awarded applicants will receive a minimum of $50,000 upon execution of contract. Must recipients earn enough completions to reach the minimum $50,000 or risk returning the money? 2.1.2 Funding Based on Students Served. Number of students served is determined by the number who successfully complete the identified gateway course(s), first college-level course(s), or Level 1 Certificate(s) (CERT 1), depending on the model option(s) awarded.	The $50,000 initial installment will be paid upon execution of contract, on or near September 1, 2016. These funds can be used for any activities as outlined in Section 10.6, including professional development/training, stipends for faculty and staff to scale and/or enhance initiatives proposed in the grant application, technical support, student workshops in support of the proposed initiative, etc. The initial $50,000 is not based on successful completions. All follow-up payments are based on "students served," defined as students who successfully completed the identified gateway course(s), the first college-level course(s), or Level 1 CERT, depending on the model option(s) awarded.

	11.4 Payment Terms. Initial funding will shall be disbursed upon receipt of a fully executed contract and is a one-time payment. The remaining funds will be paid to the Awarded applicant based on the payment terms outline in Section 2.1.2, Funding Based on Students Served, and Section 2.5, Student Eligibility. All funding must be expended by August 31, 2018, unless otherwise noted in the executed contract.	
8	We are implementing a paired model of Int. read/Write with Comp 1 as well as a Dev Math/ Contemporary this fall term that follows the model we have created for the Dev Math/College Algebra. Are we allowed to include this in our application? Or are we only allowed to submit the current running Dev Math/College Algebra course?	Since your institution has experience with an existing corequisite model (based on your experience with the Dev Math/College Algebra model), if your application includes "rigorous evidence of impact" on that corequisite model, then you may also submit the IRW/ENGL 1301 and Dev Math/Contemporary you intend to implement this fall. Because the fall initiatives are based on the existing corequisite model, they would be considered as scaling and enhancing the existing model.
9	1. If we are writing for more than one model will we receive $50,000 initial payment for each model? For example if we submit for Acceleration and Integrated Career Pathways will we receive $100,000 initial payment? 2. If we write for two models and THECB does not like one of the models, will the other model be considered for funding?	**1.** Yes, you will receive $50,000 initial payment for each approved model. **2.** Yes, each model will be considered independently, on its own basis.
10	Our institution has a Puente Program. We see that Puente is used as an example for the Acceleration Model. Puente students are enrolled in INRW in Fall semester along with a college-level college success course-EDUC1300. Then, in the Spring semester Puente students enroll in ENGL1301. 1. Do you consider Puente a mainstreaming model? 2. If Puente students successfully complete (with course grade of A, B, or C) the college level EDUC1300 in the Fall semester, would that count toward a successful college-level course completion for the acceleration model?	**1.** Yes, the Puente model is considered a two-semester mainstreaming model. **2.** No, the EDUC 1300 does not count toward "successful completion of the college-level course" because the content area is not aligned with IRW.
11	1. It is not clear if the narrative should be double spaced for the five pages or single spaced? 2. In Section 8.1.1 the term Continued Enrollment Option first appears and then again in the budget template but I could not find any other reference in the document nor was it specifically called that in the webinar. Is this is reference to the completion of the college level course and then enrolling and completing two-3 credit classes in the next semester for which we would receive an additional $150? 3. We have had successful models for college algebra, statistics and quantitative reasoning that meet the criteria stated that have served primarily our full time students well. If we were to expand and alter those models to meet the needs of a part time student but have not implemented those models in the new format yet should they be considered in this proposal?	**1.** The narrative should be double-spaced. **2.** "Continued Enrollment Option" is regarding the student who successfully completes coursework through a Gateway or Acceleration model then continues to the next semester and successfully completes two additional 3 SCH courses from the student's core/degree plan in that semester. These additional completions qualify the institution to receive additional $150 (on top of the original $250 or $125 received for the initial successful completion). **3.** Yes, if your institution has one year of rigorous evidence of your model for full-time students, then expanding the model to include part-time students would be considered scaling and enhancement of the model and thus, qualifies for this RFA.
12	1. What is the publication date for the FAQs document for the CRSM grant and/or how soon can we expect to receive answers to questions we've submitted? Also, please add these additional questions about the CRSM grant to your list:	**1.** The first round of FAQs and their answers were posted to the CRSM website (see www.thecb.state.tx.us/crsm) and emailed on 6.24.16 to those who submitted an "Intent".

	Question	Answer
	2. Since the RFA states that every awardee will receive “a minimum of $50K” at the beginning of the award period (2.1.1), is it possible for an applicant to request and receive less than $50,000 up front if, based on projected reimbursements, the applicant desires fewer funds?	**2.** Yes, an institution may request less than $50,000 for the initial payment. The actual amount will be negotiated and finalized through the contracting process for awarded applicants.
13	We are a Hispanic Serving Institution as designated by the U.S. Department of Education (eligible for Title III and Title V) and have a letter of Eligibility. Will this qualify us for the waiver of matching fund?	Yes. Please submit a copy of the letter of eligibility as part of your application.
14	1. In regards to the cost-sharing and match requirement, our university has been designated a Title III school by the Department of Education, which we believe should exempt us from the match requirement. Will the attached notification letter of our designation suffice? Or, must we get a formal waiver? 2. Is the initial funding amount $50,000 minimum or $50,000 flat? Also, must that initial budget address only one year, or should it cover expenses through the life of the project? 3. Can the money received for “students served” under our Integrated Reading and Writing Program be used to support new initiatives (e.g. Developmental Math) if we are serving the same target populations? 4. Our university offers UNIV 1301, a class that does count toward GPA, the 120 hour graduation credit requirement, and the “writing-enhanced” course requirement. But, it does not fulfill any core, major specific, minor specific, or degree specific requirements. Would UNIV 1301 qualify as a “college-level course” students must successfully complete? 5. Should the Program Evaluation Form, included in the RFA as Appendix F, be submitted as part of our proposal alongside the “required documentation” listed on page 30 of the RFA?	**1.** Including a copy of the DOE notification letter as part of your application will suffice. **2.** An institution may request different amount (up to $50,000) for the initial payment. The actual amount will be negotiated and finalized through the contracting process for awarded applicants. The initial budget should address expenses for the life of the project (i.e., the contract period). **3.** The monies received must be used to further scale or enhance the approved model(s), but the grant funds must not be used to design and implement a brand new model that has no evidence of impact. If the approved corequisite model for IRW will be expanded to include developmental math, then that is considered "scaling or enhancing" an existing model, and the grant funds can be used for this purpose. **4.** Since the UNIV 1301 course does not count towards the core or degree requirements, it would not be considered a first college level course and thus does not qualify for this grant. **5.** Yes, the Program Evaluation Form must be submitted as part of your proposal alongside the "required documentation" listed on page 30 of the RFA.
15	1. This question is in reference to Appendix E. Our institution is using several Acceleration Models: Co-requisite English 1301/INRW 0042, College level maths/NCBO, English 1301/NCBO, Math Pathways – STEM and Non-STEM with developmental education one semester and college level the second semester. Will I list each model individually on the chart? Also, will the projected numbers include two years of students (Fall 2016 group and Fall 2017 group)? If so, will I list each year separately because the completion semester will be different? 2. Appendix F is in the packet, but is never referenced in the application directions. How is the form to be included in the application or is it simply meant to be a guide?	**1.** Yes, each acceleration model should be listed individually in Appendix E. Projected numbers should be based on each semester, except models that are two-semester long (i.e., NMP, Puente), which should be based on two semesters (fall, spring) since the first college-level course completion is not expected until the second semester. **2.** Appendix F is not required to be submitted for the application; however, it must be submitted by all awarded applicants as part of the final contract.
16	Do we submit a completed Appendix F (Program Evaluation Plan) with our application packet?	Appendix F is not required to be submitted for the application; however, it must be submitted by all awarded applicants as part of the final contract.
17	1. Can any of these funds (including performance funding) be used for scholarships for students? 2. As the final installment will be paid in June 2018, must all funds be expended by the end of year two?	**1.** No, grant funds cannot be used for any direct payments, including scholarships, to students. **2.** Yes, all grant funds must be expended by August 31, 2018, except in cases where a no-cost extension has been provided, which means the grant funds must be expended by the end date of the extension.

17 (CONT'D)	3. Is payment for supportive services for students (i.e. childcare, transportation) an allowable expenditure of performance funds under this grant? 4. Should the application include a budget narrative for performance funds in addition to the initial $50,000 award? 5. Please explain, "Priority points will be given to those proposed projects that exceed more than fifty percent (50%) of the targeted student population." 6. If we are proposing to enhance all three models at our campus, can the initial $50,000 be used for expenses for all three models?	**3.** Grant funds may be used to improve institutional services, such as adding new bus routes, extending the childcare center's hours; grant funds cannot be used for direct payments to students to offset their transportation or childcare expenses. Applicants are encouraged to seek partnerships with other organizations such as Workforce Solutions to support students' success. **4.** Yes. **5.** Applications that include program models serving more than 50% of students in the targeted student population, as outlined in Section 7.1, will receive additional points in the evaluation process. Evidence of meeting this must be expressly noted in Appendix E. **6.** Each approved model will receive a $50,000 initial payment. Funds must be used to scale and enhance each approved model. For example, if an institution has two approved models, then each initial payment must be used to scale and enhance that specific model only; the funds from one model cannot be used to address another model. Please note all fundable activities for scaling and enhancing the approved models are outlined in Section 10.6.
18	1. Could you please provide examples of what is meant by rigorous evidence of program model impact? 2. On the 10% match is in-kind match allowable? 3. What other documentation will serve as evidence that the institution serves low-income/disadvantage students? And what percent of population served has to be low-income in order for the institution to meet the wavier requirement? 4. When is the baseline data required to be reported, in the proposal or later?	**1.** "Rigorous evidence" would include, at minimum, A) baseline data (course success rates before the implementation of a model designed to improve success rates), B) next semester course success rates in those course(s) in which the model was applied, C) second semester course success rates in those course(s) in which the model was applied. The success rates should show improvement to indicate the initiative is showing promise and warrants further scaling and/or enhancement. **2.** Yes. **3.** Of the anticipated students served (as your application has outlined in Appendix E), it should be noted what percentage of that population qualifies as meeting a targeted population, as outlined in Section 7.1 of the RFA. As Title III and V are under the purview of the DOE, please contact them regarding waiver requirements. You may also find information at http://www2.ed.gov/about/offices/list/ope/idues/eligibility.html **4.** The baseline data must be reported as part of the "rigorous evidence" in the narrative of the application (see #1 above).
19	As independently accredited colleges a number of our colleges within our district may apply for one or the other Gateway or Acceleration categories, as we have for a number of grant-funded opportunities. In this case, we learned that the district may also apply for the ICP category. Will this impact an application from either of the single institutions in one of the other categories?	No.
20	1. You addressed the definition of "marketable skills." How are you defining "basic skills?" 2. We determine a projected number of students completing in order to determine maximum award which will determine limits of the project budget, correct? Please elaborate on the connection between the project's proposed budget and the projection of students completing.	**1.** "Basic skills" is defined as any skills below the college-level. A student not assessed as college ready would be considered as having basic skills. **2.** The initial $50,000 award and any additional payments should be used to scale and enhance the approved program models. Allowable funding activities are outlined in Section 10.6, and the proposed budget should outline how the funds are used to address the fundable activities. The proposed (initial) budget includes activities that will help the projected number of students successfully complete.

20 (CONT'D)	3. What if we have more students complete than projected, would we earn the "extra" per student if we exceed our goals? 4. You state in the first FAQ that "each student successfully completing the college-level course or Level 1 CERT, regardless of model option, will be uniquely counted." What if the same student completes a Level 1 CERT one semester and a different Level 1 CERT the following semester, would we be allowed to count this student twice? 5. There does not appear to be a requirement that the Level 1 CERT be in a "High Demand Occupation." Would students in Level 1 CERT programs that are not considered "high demand" for our region be eligible (e.g., Culinary Arts)? 6. The project must have a designated Director and the Director's allocated salary in the funded budget cannot exceed 5% of the total grant award. However, would the full salary cost (100% T&E) of a designated "Career Navigator" be an allowable expense even if it may exceed 5% of the total grant award? In other words, is there a maximum amount allowed for other Non-Director project staff? Does the 5% cap only apply to the Director?	**3.** The actual installment payments will be based on the actual successful completions, not to exceed the projected number provided in the contract. However, successful models may be eligible for additional monies, based on funding availability. **4.** As long as these two different level 1 CERTs are a stacked credential along a degree plan/career pathway, then the student can be counted twice. The institution must report BOTH CERT1s on the CBM009. **5.** Institutions applying for the ICP model must demonstrate in the narrative how each of the bulleted items outlined in the Accelerate Texas Common Definition (see Appendix A) are addressed in the model, including the following: "collaboration with Workforce Boards and other partners regarding local/regional labor market, credentialing demands, and wage information." Thus, successful applications will include in the narrative how these collaborations informed the CTE programs submitted in the proposal. **6.** Yes, the 5% cap only applies to the Director position. For any other salaries, successful applicants will address model sustainability through a regular reduction in overall salaries. For example, an applicant should reduce overall salaries from 15% in the first year, to 10% in the second year, and 5% in the third year, to 0% in the fourth year (years 3 and 4 are contingent upon availability of funds). Only two years in the budget need to be included in the original application; additional years in the budget will be negotiated at that time if additional funding is available.
21	Regarding the requirements for eligibility in Section 7.2, the requirements state: "Awarded applicants must agree to use one or more of the following four model options and enroll a majority of their underprepared students in selected option(s)…" We offer NCBOs in both math and reading/writing that entail concurrent enrollment in a credit-bearing course paired with a semester-long supplemental course for which students meet with a TSI instructor each week for 1.5 hours. We have been conducting our NCBOs in this manner for 2years, so the format is established and we would like to expand it in the next 2 years. (This would fall under Option 4 in section 7.2.) However, for Fall 2016, we have planned for only approximately 45% of our underprepared students to be enrolled in NCBOs; the remaining would be in our one-semester developmental courses (developmental math or integrated reading and writing). Our students are required to take the credit-bearing course in the appropriate area the following semester (which would seemingly correspond with Option 3). We would plan for more than 50% of our students to be enrolled in NCBOs as described above beginning either in Spring 2017 or Fall 2017. Due to the small size of our program, it would be a challenge to rearrange sections at this point in our summer registration process. Would it be permissible to have slightly less than a majority of students to be enrolled in our NCBOs, even if the entirety of the remainder of our students are enrolled in a one-semester developmental course followed by the appropriate credit-bearing course in the next semester?	If the 51% majority is reached by the 4th semester of the grant (i.e., spring 2018), then it meets the RFA requirements. We do not expect institutions to reach the majority in the first semester of implementation; however, we believe 3 semesters of scaling and enhancement activities should suffice in order to meet the majority by the 4th semester.
22	The RFA under 2.4 that we can provide a waiver from the Department of Education. Can you share with me either some information about how to secure a waiver from the DOE or tell me if we can qualify by sharing the high percentage of individuals below the poverty line - 18.9%?	As Title III and V are under the purview of the DOE, please contact them regarding the waiver. You may also find information at: http://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

23	1. The RFA does not state that Appendix F - Program Evaluation Plan, is a required attachment. Is it required and if so, where in the order of attachments should it be placed? 2. Section 10.4.1 says that "target student populations are first-generation college students…" Does this mean that only first-generation students should be considered our "students served" for all models in Appendix E? 3. For the Acceleration model, must students be underprepared in at least two subject areas, or is one subject area acceptable?	**1.** Appendix F is not required to be submitted for the application; however, it must be submitted by all awarded applicants as part of the final contract. **2.** No. Although first-generation students are included in the target population, they are not the only population that can be served under this solicitation. For the Acceleration and Integrated Career Pathways, the students must be underprepared. **3.** See Section 10.4.1: Eligible high school complete students must be underprepared in at least two areas of reading, writing, or math.
24	Given that after the initial $50,000 the grant funding is provided on a scheduled reimbursement system, are we expected to continually incur costs in support of the project and apply our scheduled reimbursements to those expenditures retroactively? Or should we make expenditures beyond the initial $50,000 only after each reimbursement is received? Or is either method an option that is left up to us?	The $50,000 is awarded upon execution of the contract to help the college with planning and hiring staff, organizing faculty or staff professional development, and other allowable expenses under this solicitation. In preparing your budget, THECB needs to see how you plan to expend the initial $50,000. The funding you anticipate or propose receiving based on student completions in one, two, or all three models is a line item on your proposed budget. How your college grants' office and accounting/business office allocates or disburses these funds to support grant activities is a local decision. Keep in mind that you will only be funded on ACTUAL students who complete under the model(s) you proposed (and verified by your college reporting official).
25	1. Is the 10% match to be provided from the initial $50K or from total funds awarded based on numbers served? 2. Who determines if an institution is serving low-income/disadvantaged students? 3. Do participants have to test in at a specific NRS level to be eligible? 4. Can the basic skills support be exclusively provided by an adult education program? 5. What is meant by the basic skills support component having to be cross-listed with adult education or continuing education basic skills support? 6. Can the application deadline be extended?	**1.** The 10% match is based on total funds allocated to the college, based on its final budget amount. **2.** Talk with your financial aid office and review the DOE information provided above. **3.** For the ICP and Acceleration models, students must assess at below college ready in at least two of the three subject areas. **4.** Yes. The AEL program can exclusively provide the basic skills instruction but this must be cross-listed as a BASE NCBO/NCBO by the college. Information on reporting AEL and BASE NCBO/NCBO will be provided by THECB to awarded applicants. **5.** Under THECB Rule 4.62 (TEC 19(1), Chap. 4(C), Required Components of Developmental Education Programs), colleges must have NCBOs in place. Colleges can use the AEL program as the NCBO requirement for compliance of Rule 4.62, however, they cannot report the NCBO for formula funding reimbursement if the adult education and literacy provider is funding the instruction and support. In your course catalogue, you can cross-list AEL and NCBO with the CERT1 programs you are proposing to use for your ICP model. Information on reporting AEL and BASE NCBO/NCBO will be provided by THECB to awarded applicants. **6.** Not at this time.
26	Is a detailed budget required to be submitted for the incentive funds?	See answers above.
27	1. May an institution receive $50,000 in upfront cost for each model implemented? 2. If an institution has a demonstrated track record with a model, may the data from a model program be used in lieu of baseline data for a new program? For example, may an institution enroll students in a new CERT1 program that will enroll its first students in Fall 2016? The new programs will scale the current model to graduate more students.	**1.** Yes. **2.** If the institution has baseline data showing success and increase in student completion under ICP, for example, it can propose to scale this model to new CERT1 programs in fall 2016. Consider including baseline data from previous integrated model using career clusters and then propose the increase of student numbers within a particular program (e.g. medical assisting) under that career cluster.