FY2022-2025 AEFLA Grant Guidelines & Application Process Q&A Document

Instructions: Please submit questions that you have regarding the FY2022-2025 AEFLA grant opportunity to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu). We will review and then post the question and response to it in the appropriate section below. **All AEFLA grant applications are due by January 7, 2021 at 4 pm in the WTCS Apply Portal. The blackout date for questions relating to all AEFLA grant categories will be December 30, 2020 at 4 pm. We will not respond to any questions sent to us after this date and time.**

# GENERAL QUESTIONS

## Are we required to submit Form 1 - WTCS Assurances for Adult Education and Family Literacy Act (AEFLA) Grants for every consortium member?

Yes, if you are applying as a consortium, all members (who will be receiving Title II funding) must sign and submit Form 1 - WTCS Assurances for AEFLA Grants.

## If we are not part of a consortium for the application we plan to submit, do we need to still submit Form 4 – Consortium Member Information and indicate on it that this is not applicable to us?

If you are not part of a consortium for the application you will be submitting, you do not need to submit Form 4 - Consortium Member Information.

## Could you clarify what is meant by “Percentage of funded position(s) for the activity”? This is a field that we must respond to within the Outputs, Activities, and Evaluation section of the AEFLA application.

We would like to know the percentage of time that each activity is anticipated to take for the staff member who is funded by the grant.

## Can we download the budget detailed and SFR spreadsheet and save/copy it into Google Drive, so that multiple folks can access and edit it?

The spreadsheet on Google Drive is not compatible with the Microsoft Excel spreadsheet. Some of the formulas and formatting that we have set up will be lost. Therefore, DO NOT download the budget detailed spreadsheet and SFR from the WTCS Apply Portal and share/use it on Google Drive.

## Is there any advice about using abbreviations and acronyms in our applications?

An over-reliance on acronyms/abbreviations can confuse the grant reviewers and give them a less than clear understanding of what your application is trying to say.  Acronyms should be written out when possible, or at least have its first usage followed with the fully written out term.  Examples would include DWD (the Department of Workforce Development), or HSED 5.09 (a Wisconsin competency-based high school equivalency diploma), etc.

## On the Form 2 – Key Personnel, should we include information for current staff or for future staff? Also, do you want staff names or just titles or positions?

Please include the information for the key folks who will work for the program for FY21-22. We don’t need names, just provide the information that is asked on the form (position, status, year of experience, etc.).

## On the Form 3 – Program Profile, what year should be used for this?

Please include information for FY21-22.

## When budgeting for Infrastructure Costs in any amount, does the Job Center and college need an MOU? Who creates the MOU w/Job Centers? College or Job Center/WDA?

The WDB typically takes the lead – guidance and some sample materials are at [Wisconsin Job Center Guidance](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=c815b0e1-8461-4c06-8722-6a824c374627).

## Do we need an MOU every year or every four years, as it coincides with the grant cycle?

Although the local WDA plan is typically a multi-year plan, MOUs can be renegotiated as needed.  Language found at [Wisconsin Job Center Guidance](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=c815b0e1-8461-4c06-8722-6a824c374627) says: *To be fully executed, the MOU must contain signatures of the Local Board, Job Center partners, Chief Elected Official, and time period in which the agreement is effective.  The MOU must be updated not less than every three years to reflect changes in the signatory official of the Board, one-stop partners, CLEOs, or Job Center partners.*

## Will WTCS be sharing a more descriptive AEFLA rubric outlining the point system?

At this time, we are not going to add additional details to the AEFLA rubric. We will be using the rubric as shared on page 32 – 33 of AEFLA grant guidelines.

## Can all AEFLA grant categories include technology purchases (Chromebooks for example)?

Yes, within the purposes and allowables of the specific grant category.

## If there are two Workforce Development Area’s (WDA) in our district, do we split the 1.5% infrastructure cost between them?

You are responsible to allow for up to a total of 1.5% Infrastructure support from your grant(s).   If your region overlaps several WDAs then you can allocate the 1.5% between those multiple WDAs. What that allocation looks like is a local determination.

## Does each of the five grant categories require the 1.5% infrastructure cost as part of line 1.0 Administration Budget, or is this only specific to the Comprehensive grant?

Each of the five grant categories require this.

## Page 5 – 6 of the AEFLA Guidelines list the 13 considerations for funding title II programs.  One of these 13 considerations is bullet point #8, which refers to integrated education and training.  Is it expected that applicants include integrated education and training when applying for any of the five AEFLA grant categories or is it just for the Comprehensive Service category?

Integrated Education and Training is listed as one of the 13 required considerations for funding.  Therefore, it has to be addressed in all the grant categories that an eligible provider is planning to request funding for.

## When it comes to negotiating contributions to the Job Center, some colleges pay rent and others pay a fee.  Is it okay if we use the rent paying for space as the contribution?

Yes.

## If we are not a current AEFLA grantee, what suggestions do you have for providing data on WTCS AEFLA Form 5 – DEMONSTRATING EFFECTIVENESS?

The instructions on Form 5 include this language: “Provide quantitative data for adult students served for each of the four listed measures from the most recent two or more years. Provide an indication of number and percentage achieving the goal if possible. Indicate N/A if not applicable. If quantitative data is not available, you may enter qualitative comments for the measures. Submit the form as part of your application.”  Based on this, quantitative data is certainly the most useful and should be used whenever possible.  Also, if your program has existing TANF/W2 or AEFLA/WTCS Client Reporting data, this should be used. Below are examples of statements that can used to provide data measures:

* In the past year our program has assisted 80 adult students make measurable gains in mathematics based on standardized assessments.
* During the past year 32 of our students successfully completed at least one subject area in our Competency-Based HSED that is approved by DPI.
* 30% of our students achieved a bronze, silver or gold certification on the ACT WorkKeys National Career Readiness Certificate during our most recent program year.
* Based on 42 responses to our follow-up surveys of former students, in the last 24 months over 30% of them indicated that they have improved their job situation within a year of participating in our program.
* Our data shows that 13 of our 68 higher level adult education students achieved a GED or HSED during the past year.
* In the past year 16 of the students in our program have built their skills and then tested and transitioned into the higher level ELL programming at the local college.  5 of these 16 are enrolled in postsecondary certificate courses that are part of the college’s Career Pathway Bridge/IET efforts.

## Which year’s data should be used to complete Form 5 – Documentation of Demonstrated Effectiveness?

On Form 5 itself, we originally stated that data from the most recent full year of program should be used to respond to each of the four listed measures.  However, we now realize that data for 2019-20 may have been impacted by Covid-19.  Therefore, we have updated the guidance on the form to ask eligible providers to use data from the most recent two or more years to respond to each of the listed measures.  Since this change was made after the application has been posted, we will still accept the completed Form 5 using data from just the most recent full year.

## Could you please clarify how the cost sharing works? For example, to receive the full $25,000 qualifying award for either the IELCE, Adult Correction Education and Re-Entry Services or Targeted Focus categories, what is the cost sharing amount that an eligible provider would need to come up with?

To meet the cost-sharing requirement, an eligible provider applying for the $25,000 qualifying award must provide at least $8,333 from other non-federal sources for a total grant of $33,333.

## Can an applicant apply for multiple categories?

Yes, applicants can submit one application for each grant category if they are considered an eligible provider and can provide the services as described under each category.

## Whose name and signature should be put at the bottom of the Form 4 – Consortium Member Information?

The Executive Director of the organization partnering up with the lead applicant agency should have their name and signature here.

## The Required Forms and the Compliance Forms are showing as a requirement under each of the grant applications – do we submit just one group of these, or should we attach them to each proposal we submit?

We only need one group of these, but since not every eligible provider will apply for more than one grant, we have to make it a required part of the application.  Therefore, you will need to attach this same group to each of the grants that you are applying for.

## Is the funding the same amount for all four years or could we get additional funding if our student enrollment enters the next tier?  Can we switch tiers or amounts within the tier from year to year?

For the IELCE, Adult Correction Education and Re-Entry Services, Targeted Focus, and Innovation in Integrated Education and Training grant categories, the grant amount that you receive the first year will not change in the following years (unless funding changes at the federal level).

## How do we get into the WTCS Apply Portal?

Applicants can get access to the WTCS Apply Portal by going to [wtcs.smapply.io](https://wtcs.smapply.io/).

## Who needs to complete the Subrecipient Self-Assessment Risk Questionnaire?

All eligible providers (grant applicants) seeking to apply for funding from the Wisconsin Technical College System (WTCS) must complete and submit the [Subrecipient Self-Assessment Risk Questionnaire](https://mywtcs.wtcsystem.edu/grants/grant-application-forms) to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu) by October 31, 2020. Note that one questionnaire will cover all the grants that you apply for at WTCS each fiscal year.

## How should the Outputs & Activities column on Budget Detailed spreadsheet be completed?  It could become very confusing and messy with the 3 required Output Statements Areas each having multiple *Outputs (Objectives)* and each *Output (Objective)* having multiple Activities.   Any direction would be greatly appreciated.

Applicants should enter 1.1A into the outputs & activities column on the budget detail excel sheet for a budget item that connects to Output Statement Area #1/Output 1/Activity A.  Please follow this same logic for the rest of the outputs & activities column on the budget detail excel sheet. This means that applicants should enter 2.2C for Output Statement Area #2/Output 2/Activity C.

## During the last round of competition (FY 2018-2019), WTCS provided a pdf instruction guide that contained examples and instructions on how to complete the different sections of the AEFLA grant application. Will WTCS provide a similar instruction guide for this round of AEFLA grant competition?

Response: WTCS will not have a separate instruction guide this time.  Applicants will be able to view the instructions for completing the application when they access/begin to fill out the actual application in the WTCS Apply Portal.  Additionally, applicants can download a blank pdf application form when they first get into the application.  This should allow applicants to see all the questions/fields that they will need to respond to. If applicants are interested in seeing the instruction guide from the last round of AEFLA competition (FY2018-2019), they can access it through the [FY 2018-19 AEFLA WTCS Grant Application Instruction Guide](https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=4877eb56-2f82-4fad-91f6-4aebce1f9694). Please note though that this document is not authoritative and is only for informational purposes.

## When will the application be available?  If it is going on the portal, when will we know the elements needed to be written?  Can we go off the 20-21 application to begin writing?

Response: As of September 30, 2020, the applications for all five AEFLA grant categories have been made available for eligible providers to access on the WTCS Apply Portal. A public notice was posted to notify eligible providers. Here is the link to the [WTCS Apply Portal](https://wtcs.smapply.io/).

## When we complete the required forms, do we use fiscal year 2021-2025 or 2021-2022?

Response: Fiscal year 2021-2022

## Who is the “contact” intended to be for the forms?  Would this be our project manager, Pete Snyder; the person at our college responsible for grants, Pete Rettler; or our college President?

Response: This is for your institution/organization to decide.  The contact would be the point person for the AEFLA grants that you are planning to apply for.

## I believe the 1.5% job center administration cost is to be discontinued, is that correct?

Response: You should budget for it unless you have a clear agreement with your job center partners including the Workforce Development Board Director.

## Do we need any MOUs resigned?

Response: We are not requiring it at this time. Sign an updated form when asked by your WDA Director.

## Can you clarify how ‘Administration’ and ‘Administration costs’ differ (referring to the definitions on page 35).  Which of these is the 1.0 budget line?  Is one of these referring to AEFL standards and one WTCS standards, and what is our 1.0 line item limit, 5 or 12%?

Response: AEFLA guidance designates a category called *administrative costs*, which includes three subparts: 1.0 (a) Administration, 1.0 (b) Professional Development, 1.0 (c) - Infrastructure Costs. The total allowable for all three of these (administrative costs) can be up to 12% of the grant. The 1.0 (a) limit is the “traditional” administration budget line of up to 5%.  In cases where this is too restrictive to allow for administration activities, the eligible provider must negotiate with the WTCS ABE staff after they have been awarded grants funds to determine if an increase can be allowed.

## What type of external certification requirements are expected of staff and instructors working in a nonprofit consortium?

Response: Please reference page 11 of the AEFLA grant guidelines.

## If the lead applicant in a nonprofit consortium has demonstrated effectiveness, but other consortium members are new to Title 2, what are the expectations for explaining or defending their potential demonstrated effectiveness?

Response: If a consortium applies, each member who will receive AEFLA funding needs to meet demonstrated effectiveness standards.  Please see page 2 of the AEFLA grant guidelines for more information.

# GRANT CATEGORY ONE: COMPREHENSIVE SERVICE QUESTIONS

## How is Maintenance of Effort (MOE) Calculated for the Comprehensive Service category?

For FY22, the MOE was calculated as 92% of the FY21 MOE amount.

## Are we able to serve 18-21 year old students, currently provided services in high schools due to being in special education and having an IEP, through the AEFLA Comprehensive grant? These students have not yet received a high school diploma.

No.  Although the students are over 18 years old and have not yet received a high school diploma, they are not an eligible individual under Wisconsin’s compulsory education guidelines because they are still enrolled and receiving instruction and related services to earn their high school credential in a secondary education setting.  Providers may use AEFLA funds only to serve individuals 18 years of age and older who are not enrolled in a secondary education setting nor required to be enrolled in a secondary school setting under Wisconsin law.

## What sets Grant Category One: Comprehensive Regional Service apart from the other four Grant Categories?

Under this grant category, eligible providers will need to provide comprehensive adult basic education services for a geographic region that encompasses the areas served within a WTCS educational district.  Eligible providers can do this individually or as a consortium with other providers.  Additionally, there is a Maintenance of Effort (MOE) that has to be met.  The amount for each WTCS educational district is shared on page 34 of the AEFLA grant guidelines.

## Under what circumstances might an applicant apply for Comprehensive Regional Services as opposed to of one of the other four Categories?

If an eligible provider can provide comprehensive adult basic education services for a geographic region that encompasses the areas served within a WTCS educational district (individually or as a consortium with other providers), they can apply for the Comprehensive Regional Service grant and any or all of the other four categories.

## Is a nonprofit consortium eligible to be granted the comprehensive grant?

Response: Yes.

## If a nonprofit consortium submits an application for the comprehensive grant, must all MOUs be finalized including those from technical colleges?

Response: Specific information about the roles and responsibilities of each member of the consortium should be identified in an MOU/MOA or other appropriate document. These documents should be available for review by the system office (if requested).  We understand that some details in the MOU may not be finalized until after notification of a grant award is received.

## If a nonprofit consortium is awarded the comprehensive grant, can the 25% match include the in-kind contribution of volunteer or instructor hours?

Response: A nonprofit consortium can apply for and be awarded the Comprehensive grant.  However, the consortium must be able to meet the Maintenance of Effort (MOE) assigned to the region (see attachment 3 on page 34 of the FY22-25 AEFLA grant guidelines).  For the other four grant categories, eligible providers would have to meet the 25% cost sharing.  The cost-sharing requirement may be provided in cash or in-kind contributions.  Volunteer or instructor hours can be included as part of the in-kind contributions.

## Should the comprehensive grants proposals include IET plans for service and programming?

Response: IET is one of the 13 AEFLA considerations and it is an expectation that all grantees offer (or at least partner with) IETs in their region.

## Understanding that corrections has its own funding category, should corrections education be included in a comprehensive grant proposal?

Response: Although connections with regional correctional work are encouraged, Comprehensive Regional Service grant funds may not be used for correctional education/reentry unless the organization’s application for the Corrections/Re-Entry category is turned down and there is available space under the federal maximum of AEFLA that is assigned to Correctional education. If these two conditions are met the applicant may request to modify their Comprehensive application. A federally imposed state cap on overall spending levels for correctional education may require WTCS to negotiate with grantees on their final budget(s).

## There is language within bullet point 6 on page 14 of the grant guidelines that reads “Lead applicants must meet a local minimum Maintenance of Effort (MOE) level (required by WTCS for a college applicant (see Attachment 3 - Maintenance of Effort) or provide 25 percent cost sharing (for non-college applicants) for the project.” Can you confirm that non-college applicants only have to provide the 25 percent cost sharing?

Response: This language is incorrect. Note that eligible providers (college and non-college applicants) who apply for the AEFLA Comprehensive Regional Service grant must be able to meet the Maintenance of Effort (MOE) assigned to a region (see attachment 3 on page 34 of the FY22-25 AEFLA grant guidelines).

# GRANT CATEGORY TWO: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) QUESTIONS

## If incorporating IET as an activity in the IELEC grant category, must the focus be on high demand jobs as spelled out under the Innovation in Integrated Education & Training Grant (must be 25 Hot Jobs for WDA), or can IET under the IELEC grant category take into consideration other programs, not necessarily high demand?

The prefer focus is on high demand occupations. However, considerations into other programs can be included if it is incorporated into or clearly coordinated with the IELCE program.

## Are we reading the guidelines correct to understand that in the IECLE category we can deliver local certificates (those that do not have WTCS approval) as well as WTCS-approved certificates, as long as we are providing integrate English literacy and civics education along with the IET instruction?

IET certificates must be WTCS-approved and part of a career pathway; local certificates are not recognized.

## Is the table of NRS Enrollment and Qualifying Award found on page 18 of the guidelines related to an annual number to be served and annual award size, or is that the total number to be served and total award over the four years of the grant?

This table is referring to the annual number to be served and the qualifying award size that an eligible provider plans to apply for in FY22 (7/1/21-6/30/22).  For the IELCE, Adult Correction Education and Re-Entry Services, and Targeted Focus categories, the grant amount that you receive the first year (FY22) will not change in the following years (unless funding changes at the federal level).

# GRANT CATEGORY THREE: ADULT CORRECTIONS AND EDUCATION AND RE-ENTRY SERVICES QUESTIONS

## Can AEFLA funds be used to provide industry-relevant training that leads to the acquisition of a short-term industry credential?  If so, should it be through state funding or match dollars?

Yes, AEFLA funds can be used to provide industry-relevant training that leads to the acquisition of a short-term industry credential.  We do not specify which specific budget items have to be funded using grant dollars or the cost sharing amount. Eligible providers funded under the Adult Corrections and Education and Re-Entry Services grant just needs to provide evidence of the twenty-five percent (25%) cost sharing from non-federal funds of the total grant project amount.

## Can grant dollars from this category be used to support the cost of tuition for students?

The cost of tuition for students is not an eligible expense that can be charged to this grant, but the cost of instruction can be covered.

## Is the table of NRS Enrollment and Qualifying Award found on page 20 of the guidelines related to an annual number to be served and annual award size, or is that the total number to be served and total award over the four years of the grant?

This table is referring to the annual number to be served and the qualifying award size that an eligible provider plans to apply for in FY22 (7/1/21-6/30/22).  For the IELCE, Adult Correction Education and Re-Entry Services, and Targeted Focus categories, the grant amount that you receive the first year (FY22) will not change in the following years (unless funding changes at the federal level).

## Understanding that corrections has its own funding category, should corrections education be included in a comprehensive grant proposal?

Response: Although connections with regional correctional work are encouraged, Comprehensive Regional Service grant funds may not be used for correctional education/reentry unless the organization’s application for the Corrections/Re-Entry category is turned down and there is available space under the federal maximum of AEFLA that is assigned to Correctional education. If these two conditions are met the applicant may request to modify their Comprehensive application. A federally imposed state cap on overall spending levels for correctional education may require WTCS to negotiate with grantees on their final budget(s).

# GRANT CATEGORY FOUR: TARGETED FOCUS QUESTIONS

## Would the Targeted Focus grant require IET as defined? Or could Targeted have an activity that aligns with IET in that the ABE course prepares the student for postsecondary coursework? And/or can we have an activity that mentions all students have the opportunity to participate in IET through Comprehensive, IELEC & IET grant opportunities at the College?

The application could have an activity or should at least clearly articulate that students can/will be informed and potentially involved with any other IET opportunities established in other grants and/or otherwise provided in the region.  The “13 Considerations of AEFLA” (upon which all applications are scored) includes number *(8) whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.*

## We would like clarifications regarding the paragraph on page 20 of the AEFLA grant guidelines that reads “WTCS will fund eligible providers based on their competitive ability to meet the purposes of AEFLA funding described in Title II Section 231, 243, and 225. These grants 1) must include the same Title II activities referenced in the Comprehensive Services category, 2) should be coordinated if possible with activities in the region’s Comprehensive Services grant and 3) may provide additional or more targeted or specialized services allowable under WIOA Title II.” What is meant by the sentence that says “These grants 1) must include the same Title II activities referenced in the Comprehensive Services category”?

“These grants” refer to the targeted focus grant category.  This sentence is saying that the activities within the targeted focus grant category must be of the same types as what was refenced in the Comprehensive Services category (bottom of page 15-16 in the AEFLA grant guidelines).  However, they do not need to be identical.

## Is the table of NRS Enrollment and Qualifying Award found on page 20 of the guidelines related to an annual number to be served and annual award size, or is that the total number to be served and total award over the four years of the grant?

This table is referring to the annual number to be served and the qualifying award size that an eligible provider plans to apply for in FY22 (7/1/21-6/30/22).  For the IELCE, Adult Correction Education and Re-Entry Services, and Targeted Focus categories, the grant amount that you receive the first year (FY22) will not change in the following years (unless funding changes at the federal level).

# GRANT CATEGORY FIVE: INNOVATION IN INTEGRATED EDUCATION AND TRAINING QUESTIONS

# WTCS APPLY PORTAL QUESTIONS

## Regarding the Apply portal: Will all individual logins be linked to the College/organization they are associated with have access to see all the applications in progress for their college/organization?

No, when you log in you will see applications that are available to you, but you will not be able to see if another person in your college/organization has started an application. In the programs tab you will see all grant category applications available. In the my applications tab, you will see all grants you have personally started or have been invited as a collaborator.

## Do collaborators need to create an account as well?

Yes, because they need to access the portal.

## Are there character limitations or word limitations?

There are some limits. However, words cannot be counted in the portal. This can be avoided by using a Word document to view word counts, then pasting in.

## Is the download only available in a non-fillable pdf file?

Yes. If you want to collaborate with others, you’ll have to add them as a collaborator in the portal for that specific grant. Only owners can submit. Whoever is going to submit should start the application, then add everyone else as a collaborator who needs to add to the application.

## Is the owner notified when a collaborator makes a change?

No, there is an “activity” feed that lists changes. You need to monitor the feed, you will not receive a notification.

## Can you download your completed application?

Yes

## When you download the application, does the download include all the elements that you needed to upload?

The download only handles items you’ve input into the portal; any attachments need to be downloaded separately and there is a link in the application download to do so.

## Is there a process for revision?

Yes. Another demo will be provided in the future

## Is the SRF included in the application?

Each application will have a detailed budget sheet to download and complete.  The detailed budget sheet includes the SFR as a tab, when you fill in the detailed budget sheet, the SFR will fill in automatically.

## Is there a place to download the questions or format ahead of time so we can work off a word document ahead of time?

Will look into and get back to you.

## If collaborators come on, can they view entire application including the budget?

Yes. Anyone allowed to access the application will be allowed to see anything in that application.  The budget is an upload document, if there is a reason you don’t want others to see it, don’t upload until the narrative sections are complete. The person who started the application can choose if collaborators can view only or view and edit.

## Can ownership of an application be transferred?

You can change the ownershipto a new owner/email address, the new owner will first need to be added to the application as a collaborator. Send the collaborator request, the person will receive an email invitation and need to follow the link in the email to accept and view the application. Once the collaborator has accepted the invite the current owner can go to the application, click on the three dots to the right of the collaborator’s name, one of the options is “make owner”.

## Is there a specific role at the college/organization that needs to submit? Does it need approval/signature by anyone in particular (president, etc.)?

The only role for any one from the colleges/organizations submitting or working on grants is applicant. the person who originally starts the grant is the only person who can submit. The grant needs the president’s or their designee signature, which is an uploaded document. Other than that, it is up to each college/organization to decide the process.

## Most of us will probably be using cut and paste to populate these fields – are there characters or certain things we need to be aware of (e.g., don’t use bullet points or special characters, bolded text won’t appear bolded, etc.)

When entering directly in the portal, it is only plain text. However, if you paste from another document, it will carry bullet points.

## Is there a limit on the number of activities you can enter?

Yes. Applicants are limited to 10 activities within each output for the AEFLA grants.

## Can we submit a test application now if we would like to practice navigating?

You can go in and practice filling it out, but you probably don’t need to actually hit “submit.” If you do want to submit, give Julie/Tou Ya a heads up so they know to delete it. We are happy to review allocation grants – we can review prior to you submitting the application.

## General questions on WTCS Apply Portal: With the high level of use of the application submission system, do we know how well the system has been tested to ensure application portal stays active and doesn't go down at inopportune times?

We never know when technology might fail. In our experience so far, we haven’t had any issues with unexpected shutdowns/crashes. Recommend submitting 2-3 days before the due date, just in case anything comes up.

## Will we still receive a confirmation email from the Grants email?

The confirmation will come from the Apply portal.

## Because we’ll be using the portal, do applications need to be submitted all at once as they did when submitting via email?

No, they can be submitted individually as they are finished.

## If I include someone as a collaborator on a grant application, do they need to respond to the email to access the grant?

Yes, the collaborator will have to open the invitation they receive via email and click on the green button. After they have done this, the collaborator should be able to view and access the grant application going forward when they log in as an applicant.

## How do you edit the overviews and activities if there is more than one goal identified?

If you have more than one goal, when you go to the three dots on the upper right hand corner and choose edit, it will take you to the last page of the section. For example if you have 3 goals, you hit edit it will automatically go to goal 3. If you go to the bottom of the page you will have an option to click on previous, that will take you back to goal 2 or 1 while still in edit mode.