

NH Adult Education
Request for Proposals
BAE-RFP-2019-003
Adult Diploma Program
March 18, 2020

State Responses to Vendor Questions Part 1

This document is divided into two parts. The first are questions sent directly to the Bureau of Adult Education with answers posted on the DOE website on March 18, 2020. The second part contains questions submitted during the Vendor Conference.

RFP Section	Vendor Inquiry	State Response
1.2 Schedule	When is the proposal due?	See the Schedule in Addendum 2 – April 17 th .
3.3.3 Eligibility	By zero credits do you mean earned by student or entered into LACES?	This refers to students who have not earned any credits. For students with any credits, that number should be entered into LACES.
3.3.3 Eligibility	<p>If a student is pursuing an HSE, can we use TABE to set EFL even if they have credits?</p> <p>If a TABE is used for assessment, then the student can't earn credits.</p>	<p>For data collection purposes, there is a difference between the Program Type and the Educational Functioning Level. A student can be placed into the Adult Diploma Program even if the Educational Functioning Level is ABE L4. The credit class must be designated as being taught at the secondary level if it is in an Adult Diploma Program.</p> <p>Further clarification may be provided during the revision of the NH Data & Assessment Policy in the summer of 2020.</p>
3.3.3 Eligibility	If we have dually enrolled student that are only using ADP for credit recovery, are they included in our dually enrolled student numbers - even if they are ONLY using us for credit recovery and ARE NOT going to get a	Yes, credit recovery students should be included if any resources provided through the funding of the Adult Diploma Program are used on those students. For example, if they are enrolled in the same class as Title II students or access software through Adult Education licenses.

	diploma from our ADP program?	
3.3.7 Primary Indicators of Performance	We are using the data we have access to for FY19 - correct?	Yes.
3.3.9.3 Postsecondary Transitions	Are you sending out a second application for the Optional PostSecondary portion of the ADP grant?	No. Postsecondary transition services are now incorporated into all ADP programs. Please see Section 3.3.9.3.
3.3.9.3 Postsecondary Transitions	Where did you say we could find the Post Secondary Prep info	3.3.9.3 addresses postsecondary transitions.
4.4 Vendor Conference	Will you be sending an electronic copy of the power point at the end of the meeting?	No.
4.7 Proposal Acceptance	<p>Are we working on the grant posted on the website? Is there any critical information we should be aware of?</p> <p>We will have the grant completed by the deadline so if we bring it to the DOE early, can you do a check sheet and give us feedback if something is missing</p>	<p>The most recent version of the RFP and attachments are posted on the DOE website. Addenda will contain any critical information.</p> <p>Please see Section 4.7 Proposal Acceptance for review process and how incomplete packages will be handled.</p>
5.1 Organizational Capacity	Resumes - should we ask people for resumes for upcoming job openings? If we are adding employees or changing staff...for example?	No, only include resumes for key personnel. For staff that will be hired, please include appropriate job descriptions.

5.1 Organizational Capacity	Are schools allowed to send more than 3 letters of support with the grant?	Please limit the letters of support to three and avoid any extraneous information that the Evaluation team may have to review.
5.2.11 Implementation Timeline	Does a summer program have to be offered this summer, or can it start in 2021?	Refer to the section on the implementation timeline in Section 5.2.11.
5.3 Budget	Is there a certain amount I need to stay within when I send in my proposed budget?	The funding formula is provided as a guideline, it is the applicant's responsibility to propose a cost-conscious budget.
5.3 Budget Worksheet	What would be recommended for an increase in that allocated amount?	It is the applicant's responsibility to determine an appropriate increase in the allocated amount.
5.3.2 Funding Formula	Do we have to submit multiple applications for different regions to access the amounts in the chart	The chart provided on page 38 is only an estimate of how the funding would have been divided IF it had been applied in FY20.
5.3.6 ADP Matching Budget Worksheet	In-Kind is this future in-kind or what we have for in-kind now?	This is In-Kind that the applicant intends to provide for the required match on the FY21 budget.
Appendix E Adult Education Regions	Pinkerton services students from both Salem and Manchester regions. Can we choose two areas from the drop down?	For the purposes of this proposal, the regions are only identified to ensure that there is at least one Adult Diploma Program in each region.
Attachment 1	I just noticed that the program drop-down list on page 1 of the application does not have Goffstown as a choice. Should we just leave it blank?	Please see Appendix E to figure out the region for your program.

Attachment 1	How do I wrap the text on the Excel worksheet?	In Excel, click on Wrap Text on the Home Tab.
Attachment 4	My question is around General Assurances and Insurance. The district obviously has these on file with the DOE. Do I need to do new ones of these that are submitted with this RFP or is this covered for now?	No, General Assurances will be sent out from the Bureau of Federal Compliance to the Superintendent's office.
	Where is the demonstrated effectiveness chart?	There is not a demonstrated effectiveness chart for this RFP, however there are areas where past experience and data could be used to support the application.

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State Responses to Vendor Questions Part 2

RFP Section	Vendor Inquiry	State Response
3.1 Overview	The opening sentence states BAE is seeking proposals from local school districts. Why would there be a need to be collaborative with “other community organizations” to provide this public school specific work?	Adult learners, as well as youth, may have needs that prevent their attendance or create barriers to their success that could be alleviated through connections with community organizations. Both K-12 schools and adult education programs should work collaboratively with community organizations to ensure access to educational opportunities across all ages.
3.1 Overview	<p>Why year round programming? Summer school isn't offered in all high schools.</p> <p>With the Bureau goal of year round programming, how can that expectation be equitable when most ADP programs have no summer staff, funding or year round positions (director)?</p>	<p>The Adult Diploma Program is intended to provide services in order for adults to earn a high school credential, their needs and availability are not restricted to an academic school year. K-12 students often have educational opportunities available to them during the summer months that are not accessible for adult learners.</p> <p>The applicant is responsible for submitting an application that meets the requirements, there are no restrictions on the budget in this RFP that limit summer staff or year round positions and the funding cycle is for the entire fiscal year.</p>
3.1 Overview	Since adult diplomas come from local high schools why should local competencies and graduation requirements be impacted by WIOA regulations (contextualized instruction, CCRS, focus on workforce)?	<p>There are two reasons for Adult Diploma programs to be aligned with WIOA regulations:</p> <ol style="list-style-type: none"> 1. Because a portion of the state funds used for the ADP are required as matching and maintenance of effort funds for the WIOA funds that NH receives.

		2. Contextualized instruction, the College & Career Readiness Standards for Adult Education are evidence-based instructional strategies that have demonstrated effectiveness in teaching adults. Both the K-12 system and the adult education system in NH have a goal of assisting students with successful transition into postsecondary education, training and employment.
3.1 Overview	Many ADP students are under 18 and SSN number cannot be requested.	See 3.3.9.1 Collection of Social Security Number is only required for Title II students.
3.2 Definitions	How are youth- with this basic skills deficient definition – able to be served in a high school program because they are below 8 th grade?	See 3.3.3 Eligibility, the Adult Diploma programs only provide services at the secondary level. The definition is only provided as a reference.
3.3.3 Educational Functioning Levels	<p>Why would students without credits have to be assessed with TABE with the policy says “may” be assessed?</p> <p>Need clarity on the purpose is zero credit – will it not work in LACES?</p>	<p>All students must be assessed upon enrollment in adult education programs. There are multiple assessment methods available.</p> <p>This was provided as additional information in the event that a participant without high school credits wants to pursue a high school diploma. This does not happen very often.</p> <p>Further clarification may be provided during the revision of the NH Data & Assessment Policy in the summer of 2020.</p>
4.2 Proposal Submission	What is the actual date proposers must submit?	See Addendum 2. The due date is April 17, 2020 by 4:00 pm.
5.1 Organizational Capacity	Funding based on number of students: is this a registered student or a student only making a measurable gain (credits).	The applicant is responsible for providing data regarding dual enrolled students and Title II students according to the categories in the chart in Section 5.1.1. The funding formula in Section 5.3.2

		<p>uses the number of students dual enrolled and Title II in FY19 (Row 1 and 2, Column FY19).</p> <p>If data originates from somewhere other than LACES, please note this on the application.</p>
5.1.1 Vendor Experience	Is it preferable for Job Descriptions to use NHBAE titles rather than local program titles as long as responsibilities are listed.	The Bureau does not have a preference as long as the required responsibilities are clearly outlined in the job descriptions.
5.25 Proposed Curricula	Program of Studies or course offerings, would this be what we have offered in the past or future offerings?	This is a proposal for services that will be provided in the next contract cycle and should include examples of courses that will be taught.
5.2.7 Intensity, Quality and Best Practices	Because ADP teachers must keep/maintain their K-12 certification, what resources (not conference/face to face) will the Bureau provide to support andragogy rather than pedagogy?	Adult Learning Theory and best practices are covered in the New Staff Workshop and various professional development activities. There are also resources on LINCS. It is the responsibility of the applicant to determine how teachers will access the opportunities available.
5.2.7 Intensity, Quality and Best Practices	“substantial learning gains” in ADP, credit based, how is that measured? NRS ABE 1 – 6? Not TABE based.	Substantial learning gains are demonstrated through the earning of credits.
7.10 Insurance	For the certificate of insurance, who does it need to be written out to?	The NH Department of Education.
7.11 Special Provisions	Where in proposal should special provisions statement be stated.	Please see the form on page 63.

<p>Attachment 2: Budget</p>	<p>If a center's budget proposal includes more than one region, it is understood that a separate budget worksheet must be submitted for each region. How and where should the distinction of region be articulated in the proposal and worksheets?</p>	<p>For the purposes of this RFP, the funding formula is based on program enrollment, not regions. See Section 5.3.2. The only purpose for identifying a region is to ensure that there is a minimum of one ADP in each region. See Section 6.2.</p>
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