

State Responses to BAE-RFP-2023-002 Adult Diploma Program
Posted on March 20, 2023

Section	Submitted Question	State Response
Section 1.1, page 5	Will Plato continue to be available to regular adult high school programs which are offering primarily in person services?	Yes.
Section 1.1, page 5	What platform is referenced in this statement, "... the same online learning platform"? Plato? Canvas? Something else?	This refers to the use of Plato.
Section 3.3.3 Eligibility, page 14	Home school students are not specifically addressed, are they eligible to participate as dual enrolled students?	Yes, as indicated in Section 3.2.9, students who are a home education program meet the definition of "dual enrolled" for the purposes of the adult diploma program.
Section 3.3.4 Educational Functioning Levels, p. 14	Can students be enrolled in ADP with 0 credits?	Yes. Please see the NH Data & Assessment Policy for establishing an Educational Functioning Level for a student is in need of secondary level instruction but has 0 credits.
Section 3.4 Statewide Online Adult Diploma Program, p. 18	Will students in regular ADP programs be able to take classes in a statewide program?	There is no restriction on students being enrolled in more than one adult diploma program.
Section 3.4 Statewide Online Adult Diploma Program, p. 18	Is VLACS the current provider for the online diploma program?	This is a new program, there is no current subrecipients.
Section 5.1.1 Vendor Experience, p. 24	Resumes and job descriptions: do you need all or a sampling of resumes. ie I have 2 guidance staff do you need both? I have 20+ teachers do you need all or some?	Please see Section 5.1.1, key program staff is defined as program administrators, coordinators, lead instructors or other staff primarily responsible for the efficient operation of an adult diploma program. It is not necessary to attach resumes for all staff.
Section 5.2.4 Service Delivery Format and Schedules, p.29	"A program may offer occasional online courses" What does occasional mean in this context? A percentage of total courses taken? A particular number of online courses per semester?	The purpose of allowing "occasional" online courses is to allow regular ADP programs to meet the specific course needs of their students while balancing availability of staff.

	<p>What “online courses” does this condition apply to? Do Canvas courses count as online? Zoom? Plato? Google classroom?</p>	<p>The Bureau will not set a specific percentage or number of courses, but will provide technical assistance if an ADP seems to be enrolling students in online courses rather than offering in-person services.</p> <p>Online courses refer to commercial-off-the-shelf courseware that may require a facilitator, but does not require a local instructor to design and deliver a curriculum.</p>
<p>Section 5.2.5 Proposed Curricula, p. 31</p>	<p>For the program of Studies, do we need to attach a syllabus for each class or can we give a link to the Edmentum course or can we simply list the Edmentum course name?</p>	<p>A course catalog usually includes the courses that are offered in the program along with a brief description of the course, the course length (if applicable) and the possible credits that can be earned through successful completion of the course.</p>
<p>Section 5.2.5 Proposed Curricula, p. 31</p>	<p>Will students need two emails to use Canvas and Google Classroom?</p>	<p>This detail will be covered in the technical assistance provided during FY24.</p>
<p>5.2.9 Meeting Program Outcomes, p. 40</p>	<p>If we do not have enough staffing to accommodate DE students, then we are not helping to reduce the dropout rate, should we mention what the SAU is doing within each school to reduce the dropout rate and why we are focusing on the Title II students who previously dropped out?</p>	<p>The State believes this question refers to question #30 regarding past effectiveness of the program on the district’s dropout rate.</p> <p>As one consideration for an award, the State will consider the past effectiveness of the adult diploma program in reducing the dropout rate, if previously funded by the Bureau. For programs not previously funded by the Bureau, data and effectiveness may be demonstrated through another alternative education or dropout prevention program.</p>

		Title II students are listed as a priority in Section 3.3.3 and in Section 5.3.2.
Section 5.3 Budget Worksheets, p 43 – 44	Is the rate per unit \$289.94 as indicated on p 43 or \$318.13 as on p. 44?	The estimated rate based on FY22 enrollment and FY22 state funding is \$289.94 per unit. The formula example will be corrected in Addendum 1
Section 5.3 Budget Worksheets, p 43 – 44	When will the new funding formula be implemented?	This funding formula change was originally included in BAE-RFP-2019-003, but the data quality has not been sufficient to make this change. When it has been determined that the quality of data regarding enrollment and credit attainment is reliable, the Bureau will determine when the formula will be implemented. All subrecipients will be given prior notice.
Section 5.3 Budget Worksheets, p 43 – 44	Will the funding for the statewide online program be added to the formula or will be added as a region to the existing allocation?	The funding for the ADP program is currently based on enrollment, not on a regional allocation. The funding for the statewide online program will be same as all other ADP programs.
Section 5.3 Budget Worksheets, p 43 – 44	Will regular programs also be awarded funding based on estimate target enrollment? Or will the funding formula be applied to previous enrollment?	This is an open competition; therefore funding will be based on an estimated target enrollment. Proposals will be evaluated on the reasonableness of the estimated target enrollment in Section 5.2.3 by the explanation of how the numbers were determined as compared to the data provided on past effectiveness entered on the Organizational Capacity chart.

<p>Section 5.3 Budget Worksheets, p 43 – 44</p>	<p>Last FY, we were funded around \$41,000. According to the RFP, it shows that we would be funded about \$80,000. Given that we have serviced 74 students with 90% of them being Title II, so far, during FY23, would this number be adjusted?</p>	<p>The chart on page 44 is a regional estimate and may include multiple ADPs within a region.</p> <p>FY24 funding will depend on the amount of funding available divided by the number of target enrollments using the formula on page 43. There is a finite amount of funding available that can be used on dual enrolled students (see Section 5.3.2), as the number of dual enrolled students increases, the value per student decreases.</p> <p>Where possible, other sources of funding such as federal funding and state match funding will be used for Title II students which may increase the overall amount of funding available to the ADP.</p>
<p>Section 5.3.4.1 Personnel, p. 44</p>	<p>If the Director is also the Data Entry Specialist, how do we show that on the budget? Right now, the salary for that position is in the Director's salary to make it less confusing for the district's bookkeeper.</p>	<p>Please make a note that the positions are combined on the Budget Narrative worksheet.</p>
<p>Section 5.3.4 ADP FY24 Budget Worksheets, p. 44</p>	<p>Should the FY24 Budget Worksheets include summer of 2023 programming?</p>	<p>The period of performance July 1, 2023 – June 30 of 2026. Therefore, the FY24 Budget Worksheet should include any anticipated expenses starting July 1, 2023.</p>
<p>Section 7.1 RFP Addendum, p. 54</p>	<p>Will we receive any notification if there are any changes?</p>	<p>The official site for changes is on the NHED website. Every attempt will be made to also notify individuals who attended the mandatory vendor conference.</p>
<p>Appendix A, p. 58</p>	<p>Where can I find Appendix A, it is not on the State website?</p>	<p>Appendix A is included in the RFP document on page 58</p>