

NH Adult Education  
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Concord, NH 03301

**WIOA Adult Education RFP  
BAE-RFP-2019-001**

**State Responses to Vendor Inquiries**

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All	Overarching Question	There are several new and daunting requirements in this RFP, namely regionalization, the funding formula, year-round programming, 25% match, and required positions. Please clarify which of these elements are required to be in place on day one (July 1, 2020) and which are goals to work toward before the end of the three year grant cycle.	<p><b>See Section 3.1</b>, “The expectation is that individual providers within each region will coordinate their services, over the course of this contract period, to meet regional needs including year-round programming, flexible delivery systems off-site tutoring and distance learning options; services for all educational levels as defined in the National Reporting System; and financial efficiency through shared resources which may include personnel.”</p> <p><b>See 5.4.10</b> Implementation Timeline, “The Agency understand that the short response time for this proposal may not allow for the completion of formal collaborative partnerships. Please indicate a general timeframe for the establishment of these partnerships over the course of the contract.”</p> <p><b>See 5.5.2</b> FY21 Funding Formula, “FY21 Estimated funding is determined by region.”</p> <p><b>See 5.5.7</b> AEL Matching Budget Worksheet, “Programs must include a 25% match for funds provided by the Bureau of Adult Education.”</p>
6	1.1 Executive Summary	Please define the terms “center” and “program” for the purposes of this RFP.	Generally, a center is a facility that provides one or more programs. A program is a specific service such as AEL, Corrections, IET or IELCE. Every effort has been made to avoid interchanging these terms.
8	2.2 Bureau of Adult Education	Does the AEL application require all elements listed?	“Awards will be provided to proposals from eligible providers, including consortia, that include the development of any of

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			the following programs.” Only AEL is required, Corrections, IET and IELCE are optional.
8	2.2 Bureau of Adult Education	NH BAE mission includes nothing about employment and self-sufficiency.	The mission of the Bureau is included in this RFP for information purposes only.
8	2.2 Bureau of Adult Education	Does a provider need to offer all programs listed under the 1 <sup>st</sup> bullet (AEL – basic literacy, H.S. equivalency, ESL, DL and 1:1 tutoring in the community) or can a provider only do ESL and DL for example?	<p>In the Overview, it is stated that the expectation is that individual providers within each region will coordinate their services, over the course of this contract period, to meet regional needs including year-round programming; flexible delivery systems including off-site tutoring and distance learning options; <u>services for all educational levels as defined in the National Reporting System</u>; and financial efficiency through shared resources which may include personnel.</p> <p>A provider does not need to provide all services listed, but must work with other providers to ensure that all services listed are provided in each region of the state.</p> <p>The applicant is responsible for proposing what the programming will be, how the service will be delivered and whether it will be done with or without other collaborative partners. This might include different offerings at different times of the year or; a variety of delivery systems including periodic classes, workshops, distance learning and one-on-one tutoring or; alternative sites in the region at different times through agreements or MOUs.</p>
10	3.1 Overview	In reference to “Each provider must have a policy to ensure that educators incorporate instructional strategies supported by current research”, does this policy need to be in writing?	It is the applicant’s responsibility to determine how to ensure that educators are incorporating instructional strategies supported by current research.
12	3.3.2 Basic Skills Deficient	Youth – What age does this include?	WIOA Title II does not define “youth”, however out-of-school youth is defined in Section 129 (a) 1 (B) as: not younger than age 16 or older than age 24.

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			While Section 129 also includes a definition for In-School Youth, that would not apply to Title II because an eligible participant is defined as one who is NOT enrolled in school.
12-13	3.3.3 Individual with Barrier to Employment	<p>E. What age is an “older individual”?</p> <p>I. What is the definition of “substantial cultural barriers”?</p>	<p>Under WIOA Title I, an older individual is defined as age 55 or older.</p> <p>On the WIOA Participant Individual Record Layout Specifications, data entry instructions are as follows:</p> <ul style="list-style-type: none"> <li>If the participant, at program entry, perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.</li> </ul>
14, 41	<p>3.3.7 Workforce Preparation Skills</p> <p>5.4.6 Intensity, Quality and Best Practices</p>	Could digital literacy curriculum could be included as an ABE component?	<p>Digital literacy skills are workforce preparation activities and required to be integrated into all Adult Education &amp; Literacy Activities.</p> <p>See also <b>Section 5.4.6</b> and the Scoring Detail for <b>Section 5.4.7</b>.</p>
16	3.4.4 Instruction	<p>In reference to the paragraph regarding instructional responsibility, do Dept of Education contracts normally contain such language?</p> <p>Who determine this paragraph should be included in the RFP?</p>	This statement was written by the Department’s legal counsel because adult education teachers are not required to be licensed or certified by the Department and therefore do not fall under the Code of Ethics that applies to credentialed teachers. This language has been include in adult education Program Assurances for the last two years.
18 – 20	3.4.8 Staffing Requirements	<p>Positions are described as both “required” and “recommended”. Please clarify which is correct and whether all positions/duties listed need to be covered. Additionally,</p> <ul style="list-style-type: none"> <li>Can multiple positions be covered by one person? If yes, how can</li> </ul>	<p>Section 3.4.8 outlines the required positions. The chart included in that section includes recommended requirements for representation by center or region.</p> <ul style="list-style-type: none"> <li>See Section 3.4.8, “An individual may be responsible or more than one position. Positions may be shared between centers in a region.”</li> </ul>

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		<p>meeting the requirements be demonstrated?</p> <ul style="list-style-type: none"> <li>Do all positions come under the 5% admin cap?</li> <li>How can the required, possibly shared, positions be married with local positions that are needed to serve non-WIOA needs?</li> <li>How can required positions be shared within the region in a way that would make sense? Do some positions lend themselves more easily to sharing (i.e. Counselor)?</li> <li>Is there a justification for duplicated positions within a region? (for example, Volunteer Coordinators)</li> <li>Why are instructors not listed as required staff? Is a center not required to employ teachers?</li> <li>Why is disabilities coordinator not listed as a required position or a duty of one of the required positions? Are centers no longer required to provide this service?</li> </ul>	<ul style="list-style-type: none"> <li>It is the responsibility of the applicant to determine how the requirements can be demonstrated.</li> <li>No, please see Section 5.5.4.1 Personnel – Administrative for specific job titles that are counted in the 5% administrative cap.</li> <li>This RFP is for WIOA Adult program services. If a staff member will also be funded under the another program, then the individual's FTE for this program should be noted on the budget. Please see <a href="https://www.education.nh.gov/program/federal-compliance/fact-sheets.htm">https://www.education.nh.gov/program/federal-compliance/fact-sheets.htm</a> Time and Effort Reporting for more information.</li> <li>It is the responsibility of the applicant to determine how positions might be shared.</li> <li>There is no maximum number of positions required.</li> <li>Instructors are not listed as required staff because it is assumed that programs need them to provide the services outlined in the RFP.</li> <li>The Statewide Disabilities Coordinator is a position required under a different contract. Historically, each center has been asked to have a voluntary disabilities coordinator to ensure that individuals with disabilities receive appropriate services. It is the responsibility of the applicant to demonstrate that the requirements in Section 5.4.2 Serving the Most in Need, question 3 are met.</li> </ul>

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18 – 20	3.4.8 Staffing Requirements	<p>Additional questions regarding approval of required positions and the possibility of shared positions:</p> <ul style="list-style-type: none"> <li>Does an MOU with another center count as having the required position or do funds have to be allotted?</li> <li>What documentation is required to be in place to provide resources in conjunction with a larger center?</li> <li>MOUs for shared positions and/or changing existing job descriptions will likely require School Board approval. How does that fit within the time frame for this RFP? Obtaining that approval prior to the due date will be challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Please see Section 5.5.4.1, “If this position is being filled by an individual not employed by the program, please indicate on the Budget Narrative.”</li> <li>An informal agreement, MOU or other explanation of shared resources is sufficient in the proposal. An indication of the timeline for a more formal agreement should be included in Section 5.4.10 Implementation Timeline.</li> <li>Please see previous response.</li> </ul>
18	3.4.8 Staffing Requirements	Based on the matrix on page 18 if there are multiple programs funded within a region it appears that certain staff positions (ie. Intake & Assessment Specialist and Data Entry Specialist) will be shared among the programs. Is that accurate?	Positions MAY be shared between centers in a region, but this is not a requirement.
18	3.4.8 Staffing Requirements	<p>If staff are to be shared among programs how are hours per program established and documented?</p> <p>If staff are shared among programs does that require that each program establish the same rate of pay for the staff person(s)?</p>	<p>It is the responsibility of the applicant, and any possible collaborators, to determine how many hours are needed to complete the required tasks.</p> <p>It is the responsibility of the applicant, and any possible collaborators, to determine how any shared staff will be paid and to determine the rate of pay.</p>

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18	3.4.7 Additional Requirements	What will be the alternate measuring tool now that post testing is not a requirement?	<p>Posttesting is required in accordance with the NH Data &amp; Assessment Policy. The only requirement that was removed was that 68% of participants that must be post-tested. This was removed because the calculation is not easily available in the data system.</p> <p>It is the expectation that ALL eligible participants are post-tested, but this may not be possible due to participants who are not available when post-testing is appropriate.</p>
18	3.4.7 Additional Requirements	How can vendors with demonstrated effectiveness know the success of data matching to support 75% of response rate of follow up?	<p>This section refers to the required response rate for collecting data, not the actual data collected. The provider is required to have a response rate of 75%, meaning that they have contacted 75% of the exited participants required for reporting outcome data. This can be done through data matching and/or follow up surveys.</p> <p>For example, if a provider has a social security number on 50% of exited participants for data matching, they will also have to conduct follow up surveys on at least 25% of the remaining eligible participants.</p>
18, 46	3.4.7 Additional Requirements 5.4.8 Meeting Program Outcomes	Is the required percentage for post-test 58% or 68%?	The percentage required for posttesting was removed from the NH Data & Assessment Policy in 2019-2020 and therefore will be removed as a requirement for this RFP. See <b>Addendum 2</b> .
19	3.4.8 Staffing Requirements	In the last funding cycle the ALS Coordinator position had an established salary level we were to adhere to which included specific increases in the subsequent years of the cycle. Is that required level still in effect?	<p>No. Please see the chart on page 19 for the primary duties of required staff.</p> <p>It is the responsibility of the applicant to determine the pay scale and benefits for each position, as well as whether those positions are shared with other local centers.</p>

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19	3.4.8 Staffing Requirements	The description states that the Coordinator will, “match volunteer tutors with participants unable to attend classes.” Does this mean that the Coordinator can only match tutors with students who are unable to attend classes? Or can he/she also match students who are attending class but need additional support in a specific area?	It is the responsibility of the applicant to provide a complete job description for the Coordinator of Volunteers. The description on page 19 are “Primary Duties” and may include other duties as outlined in the job description. The Primary duties includes “coordinating volunteers in the classroom.
20	3.5 Corrections Adult Education and Literacy Activities	Regarding Corrections: <ul style="list-style-type: none"> <li>Is the Corrections allocation only for the state prisons or is it supposed to support county jails as well? Or is the AEL budget supposed to cover the county jails?</li> <li>Is Corrections optional for the county jails?</li> <li>How will incarcerated people learn digital literacy?</li> </ul>	<ul style="list-style-type: none"> <li>The Corrections Designated funding in Appendix F is programs operated at the state correctional facilities. County corrections are included in each region’s funding.</li> <li>County jails may apply for the Corrections option if they meet the requirements in Section 5.6.</li> <li>It is the responsibility of the applicant to identify how incarcerated individuals will learn digital literacy.</li> </ul>
20	3.5 Corrections Adult Education and Literacy Activities	Is it required that ABE services be provided in the county jail?	No, providing services under the Corrections Adult Education and Literacy Activities is optional. Therefore, services in the county jails is optional.  However, it should be noted that ex-offenders are a target population under WIOA.
20	3.5 Corrections Adult Education and Literacy Activities	Are we able to just send an ABE instructor to provide services at the county jail without filing the optional Corrections Application?	No, if services are going to be provided at a correctional facility, the Corrections Application must be completed because there are exclusions, priorities and data that are specific to incarcerated students as outlined in Section 225 of WIOA. See <b>Section 3.5.2</b> Requirements for Corrections Education Programs.

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21	3.5.4 Application	To apply for Corrections option, should information and data about corrections be included in a comprehensive AEL Demonstrated Effectiveness and Organizational Capacity or have stand alone?	<p>The purpose of <b>Attachment 1: Demonstrated Effectiveness</b> chart is to determine if the applicant is eligible to apply for WIOA Adult Education funding. Therefore, only one chart is required for each applicant and should include all applicable data.</p> <p>The Organizational Capacity is a part of the application for Adult Education &amp; Literacy programs and the applicant is scored on past effectiveness which could include services in a correctional facility. A separate Organizational Capacity worksheet is not required.</p>
21	3.5.4	When I am completing the budget, do I complete the AEL budget as well as the corrections budget? Would I submit the AEL budget with “see corrections budget” and no entries on the AEL budget? Or do I simply submit the corrections budget?	<p>If the applicant is <b>ONLY</b> providing services in a correctional institution, please use the <b>Attachment 4</b> Option Budget Worksheet instead of the budget worksheets in <b>Attachment 3</b>.</p> <p>If the applicant is providing services at a correctional institution in addition to a regular site, funding can be included in the AEL budget on <b>Attachment 3</b> OR funding can be entered on the AEL budget on <b>Attachment 3</b> with costs specific to the Corrections portion on <b>Attachment 4</b>. In that case, the amounts will be combined in GMS.</p>
21	3.5.4 Application	Does the optional Corrections Application provide additional money to fund an instructor salary?	<p>If an applicant chooses to complete the Corrections Application and wishes for additional funding for that service, a budget worksheet should be included.</p> <p>The budget worksheets for the Optional Components is located in <b>Attachment 4</b>.</p>
22	3.6.4 Instruction	Can occupational skills training be provided by a training vendor?	Yes, as long as the services meet all of the other requirements in this section including being provided concurrently with a single set of learning objectives.



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27	4.5 Restriction of Contact with Agency Employees	"Unless first approved by the RFP Point of Contact." If I am the only AEL in my region and I 100% know by my allocated amount, can I tell my employee that she no longer has a job as of July 1, 2020.	This section is in reference to communication with Agency personnel, not local staff.  Additionally, this is a competitive bid. No applicant is guaranteed funding.
29, 33, 107	5.1 Proposal Contents 5.3.4 Financial Stability Attachment 5	How many years of audits are needed to establish financial stability?	The organization must provide evidence of financial stability either through a narrative description of appropriated funds through a district budget process or a public entity or through audited financial records. Historically, the Governor & Council has required vendors to provide the most recent financial audit.
29, 110	5.1 Proposal Contents  Attachment 6	The district has General Assurances and insurance on file with Dept of Education, do I need to do new ones that are submitted with the RFP?	No. The Bureau of Federal Compliance will ensure that the General Assurances for 2021 are completed prior to approval of the budgets in GMS if a center is a successful proposer. The Bureau will also confirm that the insurance is current at the time of GMS application approval.  Neither document needs to be submitted with the RFP.
30	5.2.5 Demographics	Is C. "reportable individuals, defined as those who attended less than 1 – 11 hours of instruction" correct?	No, please remove the words "less than". This should read:  C. Please enter the number of enrolled participants who are Reportable Individuals, defined as those who attended 1 – 11 hours of instruction.
31	5.2.6 Performance Data on Improving Skills	Is there a standardized way to measure gains in writing? As of now there is no standardized test required by the state.	The State currently requires pre- and posttesting using an assessment approved by the National Reporting System. The TABE 11/12, Language Subtest measures the student's ability to build communication skills include writing.  Although not required under the WIOA Adult Education programs, writing skill gain may also be measure through the HiSET Writing Subtest or the Accuplacer.
32	5.3.1 Vendor Experience, #1 & #2	Who qualifies as key program staff?	Key staff are those individuals who are responsible for the primary administration and coordination of the program

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			including, but not limited to those roles listed in Section 3.4.8 Staffing Requirements.
32	5.3.1 Vendor Experience	<p>What is a consortium?</p> <p>Does a program that has had a stand-alone ALS which is now part of AEL considered a consortium?</p>	<p>§684.200 states that to be eligible to apply as a consortium, each member of the consortium must meet the requirements of:</p> <ul style="list-style-type: none"> <li>a. have legal status as a government or as an agency of a government, private non-profit corporation or a consortium whose members all qualify as one of these entities; and</li> <li>b. be in close proximity to one another, but may operated in more than one State;</li> <li>c. have an administrative unit legally authorize to run the program and to commit the other members to contracts, grants, and other legally-binding agreements; and</li> <li>d. be jointly and individually responsible for the actions and obligations of the consortium, including debts.</li> </ul> <p>A previously stand-alone ALS program which is now a part of an AEL may or may not be considered a consortium depending on the type of agreement between the members.</p>
33	5.4.1 Responsiveness to Regional Need	Local workforce development plan – is this the NH State Workforce Plan?	Yes, New Hampshire only has one local workforce area and therefore any reference to the local plan in WIOA actually refers to the state plan.
34	5.4.1 Responsiveness to Regional Need #4  Attachment 2	Please clarify what is meant by “additional” English language acquisition programs.	<p><b>See 3.1 Overview (page 10)</b></p> <p>WIOA Section 231 e (13) requires the eligible agency (NH) to make the following consideration when making grants or contracts - “whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civic education programs.”</p>

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37	5.4.3 Service Delivery, Format, and Schedules #1b  Attachment 2	<p>Please define the term “year-round programming” for the purposes of this RFP.</p> <p>Is this a choice or requirement? How many total weeks are required to count as year-round?</p> <p>If this is a requirement, is this a requirement for FY21 (meaning a summer program in July-August 2020 is required)? Or does it need to be in place for future grant years?</p>	<p>The term ‘year-round’ is not specifically defined in the RFP. It is expected that services will be available throughout the program year with reasonable exceptions for holidays.</p> <p>See <b>Section 3.1</b> Overview “The expectation is that individual providers within each region will coordinate their services, over the course of this contract period to meeting regional needs including year-round programming...”</p> <p>See <b>Section 5.4.3</b> “All regions are expected to offer year-round programming. If year-round programming will not be offered solely by the applicant, please explain any agreements, partnerships or collaborations with other adult education programs to meet the requirement that year-round programming be available in the region.</p> <p><b>See Section 5.4.10</b> Implementation Timeline, “if the program will not be serving students by September 14, 2020, please provide a detailed timeline explaining the start-up process.”</p>
37	5.4.3 Service Delivery, Format and Schedules	What number of weeks constitutes a year round program? Our program currently follows the local school district calendar during the school year (approx. 34 weeks) and runs 5 weeks during the summer.	Please see above response.
37	5.4.3 Service Delivery, Format, and Schedules #1b  Attachment 2	<p>Please provide additional clarification on how a program can be considered as having “year-round programming” regarding the following questions related to service delivery:</p> <ul style="list-style-type: none"> <li>If a center is open to students year-round, without necessarily</li> </ul>	<p>The term year-round programming is not defined in the RFP.</p> <p>The applicant is responsible for proposing what the programming will be, how the service will be delivered and whether it will be done with or without other collaborative partners. This might include different offerings at different times of the year or; a variety of delivery systems including periodic classes, workshops, distance learning and one-on-</p>

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		<p>offering classes, does this count as year-round programming?</p> <ul style="list-style-type: none"> <li>• Is an MOU with a center providing year-round programming satisfactory?</li> <li>• Is alignment with ALS/tutoring sufficient to qualify as year-round programming?</li> <li>• Can the year-round programing be shared throughout the region?</li> <li>• Does a 1-2 week intensive summer class plus school year classes qualify as a year-round program?</li> <li>• Can distance learning be offered during the summer to fulfill the year-round programming requirement?</li> <li>• If yes, will there be more free subscriptions or offerings for ESL students?</li> </ul>	<p>one tutoring or; alternative sites in the region at different times through agreements or MOUs.</p> <p><b>See 5.4.3.1</b> for scoring details for Service Delivery, Format and Schedules.</p> <p><b>See 5.4.6.1</b> for scoring details for Intensity, Quality and Best Practices.</p> <p><b>See 5.4.7</b> Integration of Technology, the State currently has contracts with Edmentum and Aztec through June 30, 2021. It is possible that additional resources are added depending on need and funding.</p>
37	<p><b>5.4.3 Service Delivery, Format, and Schedules #1b</b></p> <p><b>Attachment 2</b></p>	<p>There are several big challenges to offering year-round programming. Could the Bureau please provide guidance on how to overcome the challenges listed below:</p> <ul style="list-style-type: none"> <li>• Is there a separate pool of money for summer programming or does it need to be part of this total budget under the allotment?</li> <li>• Many directors are on school year contracts and are not allowed to work during the summer.</li> </ul>	<p>The funding formula is for the entire program year and is based on the actual amounts received at the federal and state level.</p> <p>The Agency cannot provide guidance on how to respond to specific items in the RFP.</p>

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		<ul style="list-style-type: none"> <li>Many school districts are not open in the summer or the space is not available (often due to cleaning) or comfortable (no AC).</li> <li>Child care for school aged children is often a barrier for summer programs.</li> <li>Staffing and teacher availability is challenging in the summer.</li> </ul>	The Bureau of Adult Education is responsible for providing technical assistance to local program after completion of the contracting process.
38, 40	<b>5.4.4 Proposed Curricula and Contextualized Instruction #1</b>  <b>5.4.5 State Workforce Board Alignment #2a</b>  <b>Attachment 2</b>	What is the difference between these questions? Are they asking for the same information or different? Is the first question about what it is and the second question about how the program will demonstrate it?	<p><b>See 5.4.4</b> Proposed Curricula and Contextualized Instructions, this question asks about the proposed curricula and how it is aligned to the College &amp; Career Readiness Standards for Adult Education.</p> <p><b>See Section 5.4.5</b> State Workforce Board Alignment, this question asks how the program will demonstrate alignment with the State Workforce Plan which requires that adult education curricula be aligned with the College &amp; Career Readiness Standards for Adult Education.</p>
43, 53	<b>5.4.7 Integration of Technology, Services and Digital Systems</b>  <b>5.5.4.5 Supplies</b>	Can we please have more clarification on how Distance Learning will be funded throughout this RFP?	<p>It is the responsibility of the applicant to determine how distance learning will be funded through the budget worksheets.</p> <p>As noted in <b>Section 5.4.7</b> and <b>5.5.4.5</b>, the State provides access to Edmentum and Aztec Software for all Bureau funded programs at no additional cost. Edmentum includes the following libraries: Core Academics, Career &amp; Technical Education, Secondary Courses, Test Preparation and ESL Reading Smarts. Aztec include high school equivalency preparation.</p>
47	<b>5.4.9 Reporting</b>	Quarterly Reporting – what does this entail?	The purpose of the quarterly reports is to validate the accuracy of data and use that data to inform program decisions. The actual format of the report will be determined

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			after contracts are awarded and the Bureau will provide technical assistance for the completion of those reports.
48	5.5 Budget Attachment	Can funding support for HiSET activities (coaching and/or testing) be included in the proposal?	<p>Please see <b>Section 3.4.3</b> Educational Functioning Levels. The expectation is that instruction under Adult Education &amp; Literacy Programs include services at all Educational Functioning Levels in each region. It is the responsibility of the applicant, and any collaborators, to determine how that will be done.</p> <p>Instruction for high school equivalency preparation generally occurs at ABE Levels 4 – 6 and is therefore an acceptable activity.</p> <p>Federal funding cannot be used for testing fees, therefore, no programs under this RFP may use this funding for testing fees.</p>
49	5.5.2 FY21 Funding Formula	<p>Part 2 is formula based on instructional hours offered or delivered?</p> <p>Is the number of all individual students served considered in the formula?</p>	<p>Part 2 is based on the number of instructional hours attended by students.</p> <p>The total number of students is not included in the formula. The FTE is higher than the total number of participants indicating that some participants had more than 60 instructional hours.</p>
49	5.5.2 FY21 Funding Formula	If a region's programs don't request all that is allocated to a region, can it be used in another region?	<p>The Bureau's primary goal is to ensure comprehensive services in each region that meet the regional need. If the allocated regional funding exceeds the amount needed to provide services, the Bureau may shift funding to another region or seek additional services in the region.</p> <p>In the case of no successful applicants in a region, the Bureau may consult with successful applicants in another region or run another competition.</p>

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49-50	5.5.2 FY21 Funding Formula	If the designed budget fits within the stated allocation amount, will there be an opportunity near the end of the program year to request additional funds (as needed)? If yes, will those funds be restricted to instructional salaries and supplies or new projects?	The funding included in the funding formula is all of the federal and state funding anticipated for FY21. If carry funds are available, they will not be used for regular operating expenses in order to avoid shortfalls in the future.
49-50	5.5.2 Funding Formula	As the Bureau moves away from using carry forward money from the previous year to fund program operations, can this reduction be done on a gradual process in order to allow programs time to seek alternative funds to provide adult education services that are locally necessary? In other words, can a percentage of the carry forward money be used in FY21 for program operations, especially for programs in regions with a significantly lower allotment from the funding formula (40-70% reduction)? Immediate stoppage of these funds, or only allowing them to be used for new initiatives/pilots in FY21, will decimate staffing levels at some well-established programs, which will severely impact their ability to serve students.	<p>Unfortunately, over the last few years, programs have grown to an unsustainable size. It is not the intention of the Bureau to “decimate” programs, but it must be financially responsible. This means that budgets will be based only on the actual amounts received from federal and state funding sources. It is the applicant’s responsibility to determine the best use of the funding available to meet the program objectives.</p> <p>The Bureau will work with successful applicants to develop an equitable distribution formula for any carry-over funds. It may be possible to provide those funds in an unrestricted manner so that they can be used by local programs as needed. However, the Bureau cautions against relying on that funding for operational costs because they are not renewable, nor are they guaranteed. For example, most programs are currently indicating that they will be using most of their remaining funds for FY20, which means it is unlikely that there will be a large amount of carry-over funds to be expended in FY21.</p>
51	5.5.4 AEL Budget Worksheet Attachment 3	Will there be a second budget worksheet to do a second request because of region?	You can make multiple copies of the <b>Attachment 3</b> AEL Budget worksheet if applying for funding in more than one region.
51	5.5.7 AEL Matching Budget Worksheet	The 25% match calculation refers to cell E190 in the FY21 AEL Budget. If a second sheer is created for a second region, it	The 25% local match is by center. If an <b>Attachment 3</b> is completed for 1 region, the 25% match will be based on the total request in the first region. When a second <b>Attachment</b>

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	<b>Attachment 3</b>	doesn't calculate for the 25% match per region.	<p>3 is completed for the 2<sup>nd</sup> region, the 25% match will be based on the total request for the second region.</p> <p>During the negotiation and awarding process, those two amounts will be combined.</p>
52	<b>5.5.4.1 Personnel - Administrative Costs</b>	When calculating the 5% allowable Administrative costs, is this calculated only from the total FY21 budget or is it also based on the total local match?	Because it is difficult to determine 5% of the federal funding until a final determination of the amount of federal and state funding provided to each program, this is an approximation. It does not include the local match, but the final Grant Award Notification will include a revised calculation.
53	<b>5.5.4.5 Supplies</b>	<p>Are instructional materials included in supplies or separated?</p> <p>Where should office supplies be entered?</p>	<p>Instructional supplies should be included in one of the line items under Function Code 600 – Supplies.</p> <p>Office supplies can be entered in one of the blank lines under Function Code 600 – Supplies.</p>
55	<b>5.5.7 AEL Matching Budget Worksheet</b>	Please provide a link to the Uniform Guidance for Matching Funds.	<p>§200.306 Cost sharing or matching in Subpart D is the section of the Uniform Guidance that provides details on allowable costs for matching.</p> <p><a href="https://www.govinfo.gov/app/details/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200-subpartD">https://www.govinfo.gov/app/details/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200-subpartD</a></p>
55	<b>5.5.7 AEL Matching Budget Worksheet</b>	If we are applying for contracts under WIOA Adult and Adult Diploma RFPs, do we have to have 25% match for both?	Yes. There is a 25% match for the combination of all WIOA Adult programs and a 25% match for Adult Diploma Programs.
55	<b>5.5.7 AEL Matching Budget Worksheet</b>  <b>Attachment 3</b>	<p>Questions related to the 25% match requirement:</p> <ul style="list-style-type: none"> <li>Federal funds from any federal grant cannot be used as match. What state funds can be counted?</li> <li>Does this apply to any state funds from other programs/collaborations?</li> </ul>	<ul style="list-style-type: none"> <li>In <b>Section 5.5.7</b>, “programs must include a 25% match for funds provided by the Bureau of Adult Education”. These funds are intended to be local matching funds. No state funds that are provided by the Bureau can be used because they are already used for the state’s Maintenance of Effort.</li> <li>Other state funds may be eligible for match if they are not used for other federal matching purposes. Check with the funding authority.</li> </ul>



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		<ul style="list-style-type: none"> <li>Does the match only apply to FY21 funding? It is not included for the FY22 and FY23 projections. Will those need to be submitted later?</li> <li>If the actual amount of indirect cost is higher than the rate approved by BAE, can a center use the overage as in-kind?</li> <li>How is match factored into scoring of grant requests? Is it punitive if the 25% match is not met?</li> <li>Does the match have any impact on the 5% admin requirement?</li> <li>There is great variation in local support. How can a fiscal agent not currently funding a program be compelled to match at 25%?</li> </ul>	<ul style="list-style-type: none"> <li>There will be a 25% match required in FY22 and FY23, but they are not included in the projections because the Bureau does not know how much funding will be available in those years.</li> <li>2 CFR 200.305(c) states “Unrecovered indirect costs, including indirect costs on cost sharing or matching may be included as part of cost sharing or matching only with the prior approval of the Federal awarding agency. Unrecovered indirect costs means the difference between the amount charged to the Federal award and the amount which could have been charged to the Federal award under the non-Federal entity’s approved negotiated indirect cost rate.”</li> <li>See <b>Section 6.2.2</b> for evaluation points awarded for the Budget section.</li> <li>The 5% administrative requirement is based on the total budget, depending on the actual percentage of state versus federal funding, this may fluctuate after the contract award.</li> <li>It is the responsibility of the applicant to determine how the local match will be made.</li> </ul>
65	<b>5.8 Optional – Integrated English Literacy and Civics Education</b>	If my IET is only for IELCE students, do I need to do the budget and application for IET or only do IELCE?	You can submit 1 budget, but please indicate that it is for both IET and IELCE.

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79	7.2 Non-Collusion	<p>What's the difference between collaboration and collusion?</p> <p>How do centers/directors balance competition/collaboration when it comes to funding?</p>	<p>Collaboration is the act of collaborating. Collusion is a secret agreement for an illegal purpose. Collaboration is highly encouraged in this RFP.</p> <p>It is the responsibility of the applicants to balance competition and collaboration when it comes to funding.</p>
79	7.2 Non Collusion	Has the information been released to all WIOA employees? Are they aware of our final budget amount? Can we discuss future plans with them before July 1, 2020?	<p>Yes, all WIOA core partners have been notified of this Request for Proposals. The entire RFP is posted for the public on the Dept of Education website.</p> <p>The Agency does not place any restrictions on talking to other WIOA agency staff.</p>
84-85	Appendix B	If centers are in agreement, can there be services offered across region boundaries?	<p>Yes. The purpose of regional divisions is for allocating funding and a systematic way to ensure that services are offered in all regions. Students can choose where to attend classes.</p> <p>The enrollment numbers/FTEs will be calculated based on the location of the center. If it is determined in the future that the FTE distribution by region is considerably different, the funding will be adjusted.</p>
84-85	Appendix B	Why is Lancaster and Jefferson placed in the Littleton region?	The catchment areas for the regions are based on the towns listed in the catchment areas for each NH Works office. Lancaster and Jefferson are in the Littleton catchment area.

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84 – 85	Appendix B	<p>There is great concern about serving students from multiple regions. Could the Bureau provide additional guidance about working with students from multiple regions? Additionally,</p> <ul style="list-style-type: none"> <li>• How does budgeting work for a program serving multiple regions?</li> <li>• What if a student lives in a different region and has an established relationship with a program in a different region?</li> <li>• What to do about students who work in one region (and class may be held at the worksite) and live in a different region?</li> <li>• The fiscal agent for some programs is a local school district with sending towns in 2-4 different regions. How will this work operationally and in regards to submitting an application and budgets?</li> </ul>	<p>It is the responsibility of the applicant to determine how to work with students from multiple regions and/or from multiple school districts.</p> <ul style="list-style-type: none"> <li>• Applicants must submit a budget worksheet for each region where seeking funding.</li> <li>• There is no limitation on where students receive services. The only limitation is on funding by region. After FY21, funding will be recalculated using actual FTEs regardless of where the student resides.</li> <li>• This application is for WIOA Adult services, students who are currently enrolled in school are not eligible for services. It is the responsibility of the applicant to determine the relationship with “sending towns”.</li> </ul>
84 – 85	Appendix B	<p>Additional questions and concerns about regionalization:</p> <ul style="list-style-type: none"> <li>• Does the responsibility fall to individual centers to reach out to other centers within the region to form collaborations and share funding?</li> </ul>	<ul style="list-style-type: none"> <li>• It is the responsibility of the applicant to determine how to form collaborations and share funding. In the case of successful applications from multiple centers who do not appear to have a collaborative relationship in their proposals, the Bureau may consult with them during the contract negotiation process. In the case of no successful applicants in a region, the Bureau may consult with successful applicants in another region or run another competition.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Shared regional staff will lead to additional travel and mileage costs. How does this fit within the funding formula?</li> <li>• If more than one program is in a region and wants (or must) share resources with another, what agreements have to occur? Does that impact administrative costs? Are there templates for MOU, MOA, etc. that could be shared with directors?</li> <li>• How can small/stand-alone programs establish stronger partnerships with larger centers in their respective region? Is it better to be under one regional WIOA umbrella or compete as stand-alone?</li> <li>• How can the three-year transition to full regionalization (data and staffing) be best realized?</li> <li>• Is funding transferable between regions? How can regional funding disagreements and in-fighting be prevented?</li> <li>• How does new funding in regionalization model account for non-duplication of services since it's a reduction in funding (ex. Ascentria ESL/Second Start partnership)?</li> <li>• What positions are most reasonable to regionalize? (like</li> </ul>	<ul style="list-style-type: none"> <li>• It is the responsibility of the applicant to create a budget for the proposed program. There is no additional funding available at this time.</li> <li>• Depending on the structure of the agreement, a collaboration may impact administrative costs. For the purposes of the proposal, an informal agreement is acceptable. The Bureau will provide technical assistance to successful contractors.</li> <li>• It is the responsibility of the applicant to build relationships and to determine the most appropriate and cost-effective organizational structure.</li> <li>• It is the responsibility of the applicant to describe the transition process to regionalization. The Bureau will provide technical assistance to the successful applicants.</li> <li>• At this time, funding is not transferable between regions. Funding will be re-evaluated on an annual basis.</li> <li>• The funding by region is not based on non-duplication of services, but on the factors listed in Appendix E.</li> <li>• It is the responsibility of the applicant to determine which positions are most reasonable to regionalize.</li> </ul>

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		<p>Seacoast area transitions coordinator)</p> <ul style="list-style-type: none"> <li>• What would be the impact on personalization of services under regionalization?</li> <li>• How can every center maintain a strong sense of community with regionalization? What are the impacts on staff and learner persistence?</li> <li>• How regionalization would impact required positions? Individual employees serving multiple centers, how would consistent relationships and accessibility be possible? This limits the ability to serve walk-ins.</li> </ul>	<ul style="list-style-type: none"> <li>• It is the responsibility of the applicant to address personalization of services, strong sense of community, staff/learner persistence, consistency of relationships, accessibility and if the center will provide immediate services to walk-ins. None of these factors are specific requirements in the RFP.</li> </ul>
84-85	Appendix B	<p>The regions seem to align with the NH Works office regions, which presents several problems for adult education programs. Please give additional details and clarification on how the regions were developed while focusing on the following questions:</p> <ul style="list-style-type: none"> <li>• NH Works regions aren't aligned with school districts and CTE regions. How is a fiscal agent required to fund programs outside of their district (when they are not required to fund adult education at all)? While adult education is a WIOA core partner, should school district and CTE catchment regions trump NH Works?</li> </ul>	<ul style="list-style-type: none"> <li>• The NH Works regions are based on the NH Department of Health &amp; Human Services District Offices and catchment areas.</li> <li>• WIOA Section 231 (e) 1 (A) requires that "in awarding grants or contracts, the eligible agency shall consider the degree to which the eligible provider would be responsive to – regional needs as identified in the local plan under section 108. (the NH State Workforce Plan). Section 233 requires that all local applications include a description of how the eligible provider will</li> </ul>

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		<ul style="list-style-type: none"> <li>Why should NH Works geographically dictate adult education work, especially since a large percentage of students are not NH Works eligible or needy? WIOA federal funding is only 30% of NH's overall budget.</li> <li>How can all fundamental stakeholders and community partners (school district, municipal government, libraries, etc.) be required to adapt to NH Works structure/geographic structure? Is this possible for locally-controlled school districts?</li> <li>How can programs maintain established relationships and natural/logical connections when NH Works regionalization splits them up?</li> <li>How can CCSNH locations be part of determination of regionalization?</li> </ul>	<p>provide services in alignment with the local plan and how the eligible provider will fulfill one-stop partner responsibilities as described in Section 121(b)(1)(A).</p> <ul style="list-style-type: none"> <li>Even though federal funding only provides 30% of support for WIOA Adult Education programs, the remaining 65% of state funding is used for the required Maintenance of Effort and must meet the same requirements as the federal funding.</li> <li>This RFP is specifically for WIOA funded programs.</li> <li>It is the responsibility of the applicant to determine how relationships can be maintained. Funding by region does not preclude other connections between programs.</li> <li>The Community College System of NH is not a required core partner and therefore was not used in the division of regions. CCSNH provides local representation in each NH Works office.</li> </ul>
90	Appendix F	We are wondering how the value of \$550 for each FTE was determined, is that figure an average?	\$550 was the average cost per student in FY19 across all WIOA Adult Education Programs.

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90-93	Appendix F	Is there a public list of what each of the programs in the state were allocated for the last year or last RFP?	<p>All contracts are listed when approved by the Governor &amp; Council and available at: <a href="http://sos.nh.gov/GC2.aspx">http://sos.nh.gov/GC2.aspx</a></p> <p>2019-2020 Contracts were approved on:</p> <ul style="list-style-type: none"> <li>• 6/19/2019 #221A</li> </ul> <p>2018-2019 Contracts were approved on:</p> <ul style="list-style-type: none"> <li>• 6/6/2018 #137</li> <li>• 6/20/2018 #130</li> </ul> <p>2017-2018 Contracts were approved on:</p> <ul style="list-style-type: none"> <li>• 8/23/2017 #88</li> <li>• 9/13/2017 #72</li> </ul>
90 - 93	Appendix F	<p>Please provide a more detailed description of the steps of the funding formula and how the total allotment for each region was arrived at while focusing on the following questions:</p> <ul style="list-style-type: none"> <li>• How was the FTE calculated by region?</li> <li>• What specific data and formula were used?</li> <li>• Why was 60 hours used at the divisor (when most students are post-tested at 40 hours)?</li> <li>• Was demonstrated effectiveness (local knowledge and experience) factored into the formula?</li> <li>• Are barriers part of the formula (counting students with barriers as more valuable than students without barriers)?</li> <li>• Why are regional barriers rather than actual student identified barriers part of FTE determination?</li> </ul>	<p>See <b>Appendix F</b></p> <ul style="list-style-type: none"> <li>• FTE = Total # of Instructional Hours for the Region/60</li> <li>• Data was retrieved from the American Community Survey 2017. Formulas are listed in Appendix F.</li> <li>• 60 hours was used because it was the average number of instructional hours for all NH adult education students in 2018-2019.</li> <li>• No, demonstrated effectiveness was not factored into the formula.</li> <li>• Yes, barriers are a part of the formula, see Part 1</li> <li>• All of the barriers in Part 1 were based on the population of the regions and the criteria listed in WIOA Section 231, (e) 1 – Serving the Most in Need</li> </ul>

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		<ul style="list-style-type: none"> <li>What if the program's focus isn't reflected in statistics on which the formula is based?</li> </ul>	<ul style="list-style-type: none"> <li>The RFP asks for proposals for programs that meet the requirements under WIOA, Title II which includes specific populations to be served and specific goals to be met.</li> </ul>
90 - 93	Appendix F	<p>Additional questions related to the funding allotment:</p> <ul style="list-style-type: none"> <li>Is the funding allotment in the RFP a hard cap for each region? Does the submitted budget have to be under the allotted amount for the region? Is there flexibility in the total amount per region?</li> <li>Is there protection in the formula for loss/gain? How do we (the Bureau and centers) maintain existing infrastructure of adult education in NH?</li> <li>Where is the federal increase in funding reflected?</li> <li>How can centers supplement the inadequate funding when they aren't permitted to charge tuition (like ADP)?</li> <li>How does this funding formula provide opportunities for growth, opportunities, improvement, and adherence to WIOA?</li> </ul>	<ul style="list-style-type: none"> <li>At this time, the statewide total is based on the actual funding available for FY21. If regional amounts were adjusted, it will have an effect on the other regions. If there is carry-over funding available it will be used for special projects, incentives or pilot programs rather than regular operational costs to avoid further fluctuations in the loss/gain from year to year. If additional funding becomes available, the Bureau will determine how to distribute it at that time.</li> <li>There is not a built in protection in the formula. Future formulas will be determined as described in Section 5.5.3.</li> <li>The federal funding is based on the allocation provided by OCTAE for FY21. There is an anticipated federal increase for FY 22, but NH's portion will be very small.</li> <li>Current Ed 703 states that a student in adult basic education "shall not be charges fees or tuition". Additionally, there are strict restrictions on program income at the federal level, under WIOA and under EDGAR.</li> <li>This RFP provides guidelines for the requirements of the WIOA Adult Education program, it is the responsibility of the applicant to explore innovative ways to respond to the RFP.</li> </ul>



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		<ul style="list-style-type: none"> <li>How do centers fund restructuring partnership development activities, such as strategic planning?</li> </ul>	<ul style="list-style-type: none"> <li>Expenses related to strategic planning are considered administrative costs and must adhere to the limitations on Administrative Costs. If those expenses are provided through local match, they are not considered Administrative Costs. The Bureau will provide technical assistance to successful contractors.</li> </ul>
94	Appendix F	With the Corrections allocation is any portion of this IET or can we apply for this funding as well?	The Corrections Funding on the Regional Total sheet is for Adult Education & Literacy Activities only. A correctional facility may also apply for IET and/or IELCE funding.
94	Appendix F	Barriers in formula is discrimination.	WIOA Sec. 2 (1) lists the purpose of the Act as follows: <ul style="list-style-type: none"> <li>To increase, for individuals in the United States, particularly those <u>individuals with barriers</u> to employment, access to and opportunities for the employment, education, training and support services they need to succeed in the labor market.</li> </ul>
DE	Attachment 1 Demonstrated Effectiveness – General	Will instructions and formulas be provided for how to pull the data required for the demonstrated effectiveness chart?	Please see the chart for details on where the data is available for those who were previously funded under WIOA and a description of the data for those who were not previously funded under WIOA.
DE	Attachment 1 Demonstrated Effectiveness Chart	Should an agency submit one demonstrated effectiveness chart for each current program (ABE, ESL, ALS) or combine all numbers into one chart?	The purpose of the Demonstrated Effectiveness chart is to determine if the applicant is eligible to apply, therefore any/all data demonstrating the applicant's record of improving the skills of eligible individuals should be included on one chart per applicant.
DE	Attachment 1 Demonstrated Effectiveness	How do we categorize CASAS reading for ESL vs. TABE reading for ABE?	For centers previously funded under WIOA, the Reading Domain should include TABE and HiSET. English language acquisition should include any CASAS Reading. Please include a description of how the number was determine in the narrative.
DE	Attachment 1 Demonstrated Effectiveness	How do we assess "English Language Acquisition"? Is this our ESL total? Do we just define how we got the number in the narrative below?	For centers previously funded under WIOA, the English language acquisition includes any student assessed using CASAS. Yes, please include a description of how the number was determine in the narrative.

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	<b>Attachment 2</b>	Can you please confirm that you would like bullet points rather than complete sentences.	Yes, applicants are encouraged to be concise when answering application questions. Complete sentences are not required.