



NH DEPARTMENT OF EDUCATION
Division of Career Technology and Adult Learning
21 South Fruit Street, Suite 20
Concord, NH 03301

REQUEST FOR PROPOSAL
Services Agreement

Bureau of Adult Education
SFY 2017 – SFY 2020 February 7, 2018 – June 30, 2020
BAE – RFP – 2017 - 005

Date issued: October 20, 2017

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Auxiliary aids and services are available upon request to individuals with disabilities.

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REQUEST FOR PROPOSAL

Bureau of Adult Education

1. Background

The Workforce Innovation and Opportunity Act (WIOA) went into effect July 22, 2014. WIOA supports “innovative strategies to keep pace with changing economic conditions and seeks to improve coordination across primary Federal programs that support employment services, workforce development, adult education and vocational rehabilitation activities.”

Under Title II of WIOA, the Adult Education and Family Literacy Act (AEFLA) is designed to help adults with the following:

- Improve their educational and employment outcomes
- Become self-sufficient
- Support the educational development of their children
- Transition to postsecondary education and training including through career pathways programs
- Assist English language learners to acquire the skills needed to succeed in the 21st century economy

It is the intention of WIOA to better align the workforce system with education and workforce development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels. The revisions to the Act emphasize the importance of business collaboration and services to employers to ensure employment success and retention for individuals with disabilities.

1.1 Purpose and Goals of Adult Education

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal, States, and localities to provide, on a voluntary basis, adult education and literacy activities in order to –

- A. Assist adults to become literate and obtain knowledge and skills necessary for employment and economic self-sufficiency.
- B. Assist adults who are parents or family members to obtain the education and skills that –
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities for their family;
- C. Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and

- D. Assist immigrants and other individuals who are English language learners in-
 - a. Improving their –
 - i. Reading, writing, speaking and comprehension skills in English; and
 - ii. Mathematics skills; and
 - b. Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

For New Hampshire adults, the New Hampshire Department of Education, Bureau of Adult Education (BAE) is currently seeking seventeen-month proposals, with the option to renew for an additional twelve months, from all interested parties such as adult education programs, school districts, employers, community-based organizations, post-secondary institutions, faith-based organizations, single agency, or agency/organization consortiums, non-profits and others, who have experience working with adults at or below the secondary level who are in need of adult education and literacy activities including those interested in transitioning to the workforce or post-secondary education. Proposals must be designed to serve individuals incarcerated at NH State Prison facilities.

At the heart of WIOA is the encouragement of creative and collaborative efforts to affect the changes necessary that will successfully implement WIOA. A specific plan for collaboration with employers and other WIOA core partners will be a significant component of successful responses to this RFP. Please refer to the Program Design section below for more specific information regarding collaboration with others. Awards will be provided to proposals that include the development of an Adult Basic Education (ABE) program.

1.1.1 Corrections in WIOA

Title II, Section 225 of WIOA, Programs for Corrections Education and Other Institutionalized Individuals, authorizes and outlines the requirements for adult education and literacy activities relevant to corrections education.

1.2 Priority of Service

Priority of service must be given to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program (225 (c)).

1.3 Performance Measures

WIOA increases accountability and places stronger emphasis on results through the establishment of common employment outcome measures across core WIOA programs, including adult education. In response, the Bureau of Adult Education will be required to gather and provide the following performance indicators (See Section 1.3.1 for Participant Exclusions).

1. The percentage of program participants who are in Unsubsidized Employment during the second quarter after exit from the program.
2. The percentage of program participants who are in Unsubsidized Employment during the fourth quarter after exit of the program.
3. The Median Earnings of program participants who are in Unsubsidized Employment during the second quarter after exit of the program.

4. The percentage of program participants who obtain a Secondary School Diploma or its Recognized Equivalent AND are enrolled in Postsecondary Education or Training within one year of exit.

5. The percentage of program participants who obtain a Secondary School Diploma or its Recognized Equivalent AND are Employed within one year of exit.

6. The percentage of program participants who obtain a Postsecondary Credential while enrolled or within one year of exit.

7. The relative rate of recidivism for criminal offenders served.

1.3.1 Participant Exclusions

The following reasons for exit allow the exclusion of a participant from ALL performance measures:

- Exit is due to the participant becoming incarcerated or entered into a 24-hour support facility such as a hospital or treatment center.
- Exit is due to medical treatment that lasts more than 90 days.
- Participant is deceased.
- Exit is due to being called into active duty in the National Guard or other armed services for at least 90 days.

Participants in a correctional institution under section 225 of WIOA who remain incarcerated after exit are included in the Measurable Skill Gain indicator but excluded from the following Primary Performance Indicators:

- 2nd Quarter Employment Indicator
- Median Earning Indicator
- 4th Quarter Employment Indicator
- Credential Indicator

1.4 Request for Proposals Structure

This will be a competitive grant that will be posted and promoted publicly on the NH Department of Education website.

All contractors under this RFP will be required to adhere to federal accountability measures and policies under WIOA Title II. These programs will be funded through a combination of WIOA Title II federal funding and state funding.

This Request for Proposals has 4 sections

1. Background- *includes the purpose of this RFP*
2. General RFP Instructions – *includes state RFP requirements*
3. Demonstrated Effectiveness Instructions – *includes Adult Education provider requirements*
4. Adult Basic Education Application Instructions – *includes definitions and program requirements*

There are two Appendices with reference material

1. [Appendix A](#) – NH Data and Assessment Policy
2. [Appendix B](#) - WIOA Glossary

There are 4 Attachments

1. Demonstrated Effectiveness Chart – Excel document
2. ABE Application and Budget – Excel document with 5 worksheets
 1. ABE Application
 3. FY18 Budget (prorated)
 4. OBM Form 1
 5. Budget Narrative
 6. Budget Projections for FY19 and FY20
3. Required Documents
4. Additional Documentation Required for Contracting

2. General RFP Instructions

2.1 RFP Announcement

RFPs will be publicized in the following locations:

1. **Invitation** – When an RFP announcement is developed by the Department of Education, it includes a list of organizations that will be invited to submit a proposal. The administrator responsible for the proposal will send invitations for the RFP via e-mail to the invitees. The Bureau of Adult Education will determine an RFP Invitation Listing for this program that this RFP will be sent to; this listing will include qualified organizations. Any qualified organization may request to be on this list by contacting:

Sarah Ladd Bennett, M.Ed
Bureau of Adult Education
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
Sarah.Bennett@doe.nh.gov
T 603.271.6699
F 603.271.3454

2. **NH Department of Education website** – The RFP will be posted on the Department of Education RFP webpage at: <http://education.nh.gov/rfp/index.htm>

3. **Statewide Newspaper** – Notice of the RFP will be published in at least one statewide newsletter.

2.2 Timeline

October 20, 2017	Release of the RFP
October 20, 2017	Vendor Inquiry Period begins
November 1, 2017	Optional Vendor Conference
November 17, 2017	Vendor Inquiry Period ends (final inquiries due)
November 29, 2017	Final State responses for Vendor inquiries
December 8, 2017	Deadline for receipt of proposals
Dec 8 - Dec 22	Review of Proposals by Bureau of Adult Education
Dec 8 – Dec 22	Review of Proposals by the State Workforce Board
January 5, 2018	State Workforce Board Meeting, Submission of Recommendations to BAE
February 7, 2018	Anticipated Governor & Council Approval
February 7, 2018	Anticipated Notice to Proceed

2.3 Vendor Conference

Attendance at the Vendor Conference is recommended. This conference will be held to provide potential applicants an opportunity to learn more about the program and preparation of the proposal. The conference will be held on **Wednesday, November 1 at 9:00 AM** at New Hampshire Department of Education, Walker Building, Room 100 at 21 South Fruit Street Concord, NH 03301.

The vendor conference will be accessible online through Zoom or telephone.

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/878775894?pwd=Q10b00eYUiY>
Password: **WIOA**

Or iPhone one-tap :

US: +16465588656,,878775894# or +16699006833,,878775894#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 669 900 6833

Meeting ID: 878 775 894

2.4 Submission Deadline

Your completed application (an original and five (5) copies) and also an electronic copy are due on or before 4:00 p.m. on Friday, December 8, 2017 at the address below. Only complete applications received on or before the above date will be considered for review.

Bureau of Adult Education
21 South Fruit Street, Suite 20
Concord, NH 03301

The proposal must include all of the required forms, signatures, attachments, and address all elements specified in the RFP. The narrative must be in the order described within the RFP and written in a straightforward and concise manner.

2.5 Proposal Components

It is the Applicant's responsibility to demonstrate to the Department of Education, Bureau of Adult Education that it is capable of and qualified to perform the required work in the most cost efficient method.

When responding to this RFP, the applicant shall include a completed application with following:

1. Attachment 1

- a. Organizational Capacity
- b. Demonstrated Effectiveness

2. Attachment 2 – Adult Basic Education Application

- a. Application
- b. FY18 Budget, Form 1, Budget Narrative and FY 19 & FY20 Budget Projections

3. Attachment 3 - Required Documentation
 - a. Acceptance of Terms and Conditions
 - b. Job Descriptions and Resumes of Key Program Staff
 - c. Letters of Support
 - d. Statement of Assurances
 - e. General Education Provisions Act, Section 427
 - f. Audited Financial Records
 - The organization must provide evidence of financial stability either through a narrative description of appropriated funds through a district budget process of a public entity or through audited financial records.

4. Attachment 4 - Required Documentation for Contracting (*not required at submission*)
 - a. P-37 Standard Contract Form
 - b. Certificate of Good Standing
 - The organization must provide a Certificate of Good Standing from the NH Secretary of State's Office or documentation that the entity is exempt from this requirement.
 - c. Certificate of Insurance
 - If a certificate of insurance is already on file with the NH Department of Education, please document this information in the attachments.
 - d. Certificate of Authority
 - The governing board of the organization must provide authorization for the individual to sign a contract with the NH Department of Education, Bureau of Adult Education. This can be a record of a vote from the Board of Directors/School Board or a Certificate of Authority form.
 - d. Governing Board list
 - A Board of Director or School Board list

2.6 Receipt of RFP Packet

Once a proposal packet is received by the NH Department of Education, Bureau of Adult Education, it will be immediately reviewed for completeness.

1. Stamp the packet received and note the date received.
2. Agree the number of pages of the packet to the number of pages noted by the provider.
3. Do a high level review to agree that the proposal packet is complete.
4. If the packet is complete, the representative from the Department will sign the packet and mark it complete. Then representative will add the proposal to a list of received proposals related to each specific RFP. This list should include:
 - A. Provider
 - B. Date Proposal was Received
 - C. Who Reviewed it for Completeness
 - D. Number of Pages

E. Complete or Incomplete

5. If packet is Incomplete

- A. An additional person within the program will review the packet and agree that it appears incomplete.
- B. Both individuals will sign off that the packet is incomplete.
- C. The person who completes the initial review will contact the provider and inform them that their proposal appears incomplete.
- D. A provider will have 5 business days to submit a complete proposal or their application will be withdrawn from the running.
- E. The representative will then add the proposal to the list of proposals and note that it is incomplete.

After the deadline for submission has passed, providers will not be contacted until after the grant is awarded.

2.7 Proposal Acceptance

This RFP does not obligate the Bureau of Adult Education to award funding. The Bureau of Adult Education reserves the right to accept or reject any or all proposals received.

2.8 Notification of Award

NH Department of Education, Bureau of Adult Education, will require the successful bidder to execute a Contract using the Standard Terms and Conditions of the State of New Hampshire (P-37) found in [Attachment 4](#). Any objections to the standard terms in this Agreement should be noted during the application process. If the State decides to award a contract as a result of this RFP process, any award may be contingent upon approval of the Agreement by Governor and Executive Council of the State of New Hampshire.

Upon approval by the Governor & Council, the applicant will be notified in writing of their status. The State anticipates that final funding decisions will be made no later than February 7, 2018.

2.9 Proposal Inquiries

All questions about this Request for Proposal must be submitted in writing, by e-mail or fax no later than Friday, November 17, 2017 at 4:00 p.m. to:

Sarah Ladd Bennett, M.Ed
Bureau of Adult Education
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
Sarah.Bennett@doe.nh.gov
T 603.271.6699
F 603.271.3454

The Bureau of Adult Education will address inquiries received by October 30, 2017, orally during the Vendor Conference on Wednesday, November 1, 2017. Additional questions may be

submitted in writing prior to the end of the Vendor Inquiry Period on November 17, 2017 at 4:00 pm.

Questions will be answered in writing by Friday, November 29, 2017, if they are determined to be vital to the approval process. All questions and responses will be found on the New Hampshire Department of Education website (www.education.nh.gov). Verbal agreements or instructions from any other source are not authorized or binding on the State of New Hampshire.

2.10 Evaluation

Proposals submitted in response to this RFP will be reviewed upon receipt for completeness (see [Receipt of RFP Packet](#)) and then be subject to the following two reviews:

1. Evaluation Team Review

The Bureau of Adult Education will appoint four member evaluation team to review and rate proposals. This team will review proposals that have been determined as “Complete” (See [Receipt of RFP Packet](#)).

Proposals will be evaluated using the Evaluation Criteria described in the RFP. The team will review and discuss their evaluations of all proposals, combine the individual scores and arrive at a composite technical score for each proposal. These scores will be used to determine the most advantageous contract awards.

Proposals will be rated on each of the following criteria. Details can be found in Sections 3 & 4:

Composite Technical Score	Eligible Provider with Demonstrated Effectiveness	200
	Operational Capacity	100
	Demonstrated Effectiveness TOTAL (Minimum 150)	300
Program Design	Responsiveness to Regional Needs	50
	Serving the Most in Need	100
	Service Delivery Format and Schedules	75
	Proposed Curricula and Contextualized Instruction	75
	State Workforce Board Alignment	75
	Intensity, Quality and Best Practices of Program	100
	Integration of Technology Services and Digital Systems	50
	Meeting Program Outcomes	50
	Reporting	50
	Budget & Budget Narrative	75
	Program Design TOTAL	700
	Application TOTAL (Minimum 500)	1000

Proposals must receive a minimum Composite Technical Score of 150 and a Total Score of 500 to be considered for funding.

2. State Workforce Board Review

Under WIOA, the State Workforce Board¹ is also required to review all proposals and make recommendations on the alignment of the proposals to the NH Combined State Plan² in the following four (4) areas.

- A. Is the curriculum aligned with College & Career Readiness Standards for Adult Education?
- B. Which Adult Education and Literacy Activities will be offered?
- C. How will the applicant participate in State Leadership activities?
- D. How will the applicant assess the quality of its program?

The applicant must complete the section of the Application titled “State Workforce Plan Alignment” that addresses the areas listed above.

2.11 Funding Availability

Federal funding is available through the Workforce Innovation and Opportunity Act (WIOA) of 2014. The estimated total amount of funding for all adult education activities for FY 2018 (July 1, 2017 – June 30, 2018) is approximately \$5.5 million, through federal and state funding.

A maximum of \$50,000 will be awarded for contracts under this RFP for FY2018 for the service period of February 7, 2018 through June 30, 2018. Each subsequent year’s grant award will be determined by the availability of funding and compliance with state statute, federal law and grant specifications.

This is a seventeen month contract for the period of February 7, 2018 through June 30, 2019 with the option to renew for an additional twelve months based on satisfactory performance. Proposals must include budgets for each fiscal year of the period. See Attachment 2 – Budget Worksheets.

Awarded contractors are required to use the NH Department of Education Grants Management System to report expenditures and to access funding.

Accurate counting, documenting and reporting of learner contact hours are required. Approved programs are expected to understand and comply with the definitions of contact hours that are provided with this packet. Failure to count hours correctly will put the organization’s entire Federal adult education allocation at risk. Fiscal audits and contact hour audits are a part of the Adult Education and Family Literacy Act.

2.12 Period of Performance

¹ For more information on the State Workforce Board, see <http://www.nhworks.org/state-workforce-investment-board/>

² The NH Combined State Plan is available at: <http://www.nhworks.org/state-workforce-investment-board/State-Plan.aspx>

Successful bidders will receive funding based upon funds, maximum of \$50,000, available for the period starting on the Effective Date through June 30, 2018. Funding for FY2019 will be based on available funding as determined in the spring of 2018.

Subsequent funding for FY 2020 will be determined by the Bureau of Adult Education, dependent upon the demonstration of satisfactory performance, available funding and approval by the Governor & Council, if required.

2.13 State's Right to Cancel

This funding opportunity does not obligate the state to award a contract or complete the project and the state reserves the right to cancel the solicitation, in whole or in part, if it is considered to be in its best interest due to lack of funding, agency priorities or other considerations. All costs incurred in responding to this RFP will be borne by the applicant. The State reserves the right to award contracts for less than all the program areas identified in this RFP.

2.14 Terms and Conditions

Proposals must include a statement that the organization submitting the proposal will accept the terms and conditions of the State of New Hampshire's standard Contract Agreement/General Provisions which is available in [Attachment 4](#).

2.15 Insurance

The organization(s) selected through this RFP must obtain and maintain in force comprehensive general liability insurance against all claims of bodily injury, death, or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate.

The organization's employees as well as employees hired under this grant must be covered with workers' compensation insurance. Proof of insurance will be requested at the time of contracting.

2.16 Special Provisions

Proposals must include a statement that the organization submitting the proposal will comply with the provisions of the US Code of Federal Regulations 34 CFR 364 and the following US Circular if applicable: Office of Management and Budget (OMB) Circular A-110 "Uniform Administrative Non-Profit Organizations." Grantee/Vendor shall not make any award or permit any award (sub grant or contract) to any party which is debarred or suspended or is otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, "Debarment or Suspension."

2.17 Civil Rights Compliance

Funding for this contract includes Federal funds and therefore obligates the Vendor to comply with civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

2.18 General Education Provisions Act

Federal funding for this contract is authorized the Workforce Opportunity and Innovation Act of 2014, therefore all contractors must address the General Provisions in Section 427 of the

Department of Education's General Education Provisions Act by providing an attestation or description of how the program will ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. A sample can be found in [Attachment 3](#).

3. Demonstrated Effectiveness Instructions

3.1 Eligible Providers

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant. These organizations may include, but are not limited to:

- a. A local education agency;
- b. A community-based organization or faith-based organization;
- c. A volunteer literacy program
- d. An institution of higher education;
- e. A public or private nonprofit agency
- f. A library
- g. A public housing authority
- h. A nonprofit institution that is not described in any of paragraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals.
- i. A consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h); and
- j. A partnership between an employer and an entity described in any of paragraphs (a) through (i)

An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics and English language acquisition, and other subject areas relevant to the services contained in this Request for Proposals.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements of this section:

1. An eligible provider that has been funded under Title II of the Workforce Investment Act must provide performance data required under Section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under Title II of the Workforce Investment Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes in employment, secondary school credential attainment and transition to postsecondary education and training.

All applicants must use the Demonstrated Effectiveness and Organizational Capacity chart found in the Application section of this RFP, [Attachment 1](#). The source of data must be noted on the chart. Data that has been certified or submitted to a state or federal agency is preferred. If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided on the chart.

3.2 Vendor Experience

All applicants must describe the qualifications of their organization on the Demonstrated Effectiveness and Organizational Capacity chart found in [Attachment 1](#). Descriptions should include staff experience, prior experience working with similar projects, geographical area it is capable of servicing, coordination with core WIOA Partners and other community organizations.

The following information must be completed on the Application:

- Provide a summary of the titles, qualifications and responsibilities of key program staff
- Describe prior experience working with similar adult education and literacy programs
- Designate the geographic area that the programs described will serve
- Describe the referral process for core WIOA Partners and any collaborative projects
- Explain how community connections have increased the effectiveness of your program

Attachments to the Proposal shall include the following:

- Job descriptions and resumes of all staff
- Three (3) letters of reference from past students and/or collaborating agencies that speak to the organization's ability to provide the services described in this RFP.

3.3 Vendor Contact

The applicant must also provide the names of the person(s) who will be authorized to make representations for the organization including:

- Title(s)
- Addresses
- Telephone numbers

The applicant must ensure that the person(s) signing the letter will be authorized to bind the Vendor.

3.4 Demonstrated Effectiveness & Organizational Capacity Chart Instructions

3.4.1 Organizational Information

Please enter the organization's name, mailing address and a contact name, title, phone and email.

3.4.1.1 Agency Type

Please indicate if the organization is a school district, non-profit organization or enter another type of organization.

3.4.1.2 Source of Data

Please indicate the source of the data used to complete the demographic and performance indicator sections. If possible, the data should come from information submitted to the Bureau of Adult Education for the National Reporting System for Adult Education or through some other audited source such as the NH Employment Security, NH Department of Health & Human Services or the NH WIOA Adult program.

Data should include all programs, operated by the applicant organization, that meet the definitions of the programs included in this RFP:

- Adult Basic Education

3.4.1.3 Demographics

Please enter the total number of enrolled participants and the break down by age at the time of enrollment.

3.4.1.4 Measurable Skill Gain

Please enter the total number of enrolled participants who completed and/or advanced a level by Educational Functioning Level. For organizations that have not previously used the NRS EFLs for classification, please attach a narrative description of the education levels used and how advancement was determined under [Additional Information](#).

Please enter the assessment used to determine Educational Functioning Level. If an assessment was not used, please include a description of how advancement was determined.

Please enter the total number of instructional hours.

Please enter the average cost per student. Cost per student is the total cost of the program divided by the number of students served.

3.4.1.5 Employment Performance

Please enter the percentage of program participants for the following:

- Percentage of program participants in Unsubsidized Employment during the second quarter after exit from the program
- Percentage of program participants in Unsubsidized Employment during the fourth quarter after exit from the program
- Median Earnings of program participants who are in Unsubsidized Employment during the second quarter after exit from the program.

If this information is not available, please provide any available information regarding employment performance similar to these categories and provide an explanation of how this data was collected and reported under [Additional Information](#).

3.4.1.6 Secondary Credential Attainment

Please enter the percentage of program participants who obtained a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.

3.4.1.7 Additional Information

If the data requested is not available or there is a significant difference between the years requested, please provide an explanation.

3.4.2 Organizational Capacity

3.4.2.1 Vendor Experience

1. Please list the titles, qualifications and responsibilities of key program staff including any directors, coordinators, counselors, specialists and lead teachers.
2. Please attach job descriptions and resumes for all key program staff.
3. Describe the organization's prior experience working with adult education and literacy programs.
4. Describe the geographic area(s) covered by the organization. Please include any satellite/outreach offices or community sites used to provide services.

3.4.2.2 Coordination with WIOA Core Partners

1. Please describe how the organization will facilitate referrals to other core WIOA Partners.
2. Please describe the organization's involvement in quarterly WIOA Partner Meetings or other coordinated efforts with core WIOA Partners including the development of communication systems, career pathways or other collaborative efforts.

3.4.2.3 Coordination with Other Community Organizations

1. Please describe at least two collaborations with other community organizations that have increased the effectiveness of your program by helping your participants to attend, advance or complete your program or transition from your program into employment, postsecondary education or training.
2. Please attach three (3) letters of reference from past students and/or collaborating agencies that speak to the organization's ability to provide the services described in the RFP.

3.5 Program Design

For the Adult Basic Education, the applicant must include the following descriptions on the Application (specific instructions can be found in [Section 4](#)):

1. Description of the program's responsiveness to regional needs including educational, economic and social/cultural.
2. Recruitment of eligible individuals especially those with low literacy levels³, disabilities and individuals with barriers to employment⁴ and anticipated enrollment numbers.
3. Description of the format and schedules for the described services to be offered including the program's flexibility in providing services based on student availability.
4. Outline of the proposed curriculum, its alignment with the College & Career Readiness Standards for Adult Education, and how contextualized⁵ instruction will be implemented.

³ As defined by the NRS Educational Functioning Levels, see http://www.nrsweb.org/docs/NRS_Implementation_Guidelines_February2016.pdf page 22

⁴ See WIOA Glossary in [Appendix B](#)

5. Description of how the program aligns with the State Workforce plan including curriculum alignment, adult education activities, state leadership activities and how the organization will assess the quality of its program.
6. Explanation of the research used to develop the intensity and quality of the program including a description of how workforce preparation⁶ activities will be integrated.
7. Description of how the program will meet performance indicators and measureable skill gains including the process for collecting data after the individual has exited the program and a description of how transition services will be offered for all enrolled individuals.
8. Description of how the organization will ensure accurate and timely reporting.
9. Proposed budget and budget narrative (see [Budget](#))

3.6 Budget

The applicant must include a detailed proposal budget by fiscal year for FY18 (prorated for 2/7/18-6/30/18) and a projection budget summary by line item for FY19 and FY20 for each specific program using the Excel budget sheets provided in the Application. All costs must be necessary to successful program operation and reasonable relative to similar expenses charged elsewhere.

The budget must be accompanied by a budget narrative. The narrative should briefly describe the assumptions and logic used in arriving at a total for each line item in the budget. This description should include how personnel costs are calculated; the basis used in estimating costs, and how major cost items relate to the proposed project activities. Also, please note any potential uses of subcontracts.

3.7 Responsibility of Grantee(s)

The grantee(s) shall maintain financial records to support the receipt, accounting for, allocation of, and disbursement of all funds awarded. The Grantee(s) is responsible for entering the grant amounts by line item into the NH DOE Grants Management System.

Accurate invoices must be submitted in a timely manner. Monthly reports must be submitted within 15 days after the end of the month. At the end of the project, the organization must reconcile the final report within 60 days after close of the project. Except in the case of the State Biennium year (the year in which the two-year state budget closes), monthly expenditure reports must be submitted by June 15th for payment. Late submissions risk not being paid because state funds may not be available after June 30th.

3.8 Data Collection

For any contract issued under this Request for Proposal will require the provider to complete quarterly and annual reports in compliance with the National Reporting System (NRS) and other state requirements.

⁵ See WIOA Glossary in [Appendix B](#)

⁶ See WIOA Glossary in [Appendix B](#)

The Bureau of Adult Education will provide a web-based data collection system. It is the responsibility of the provider to attend mandatory training sessions, complete accurate data entry in a timely manner and follow the NH Data and Assessment Policy (current policy available in [Appendix A](#), this is subject to change based on federal and state requirements).

4. Adult Basic Education Application Instructions

4.1 Definitions

4.1.1 Adult Education

Adult education means academic instruction and education services below the postsecondary level that increase an individual's ability to –

- A. read, write and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- B. transition to postsecondary education and training; and
- C. obtain employment

4.1.2 Adult Education and Literacy Activities

Adult education and literacy activities mean program, activities and services that include the following:

- Adult education
- Literacy
- Workplace adult education and literacy activities (Not funded through this grant)
- Family literacy activities (Not funded through this grant)
- English language acquisition activities (ESL)
- Integrated English Literacy and Civics Education (IELCE)
- Workforce preparation activities
- Integrated Education and Training (IET)

Complete definitions can be found in [Appendix B: WIOA Glossary](#)

4.1.3 Eligible Individual

An eligible individual means an individual –

- A. who has attained 16 years of age;
- B. who is not enrolled or required to be enrolled in secondary school under State law; and
- C. who –
 - (i) is basic skills deficient
 - (ii) does not have a secondary school diploma or its recognized equivalent; and has not achieved an equivalent level of education; or
 - (iii) is an English language learner

Section 193:1 of Title XV Education of the Revised Statutes Annotated (RSA) states:

“A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child’s resident district. Such child shall attend full time when such school is in session...”

Therefore, adult education programs receiving funding under this grant should only be working with individuals over the age of 18 who are not enrolled in school.

4.1.3.1 Basic Skills Deficient

The term “basic skills deficient” means, with respect to an individual –

- A. who is a youth, that the individual has English reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- B. who is a youth or an adult, that the individual is unable to compute or solve problems, or read, write or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

4.1.3.2 Individual with a Barrier to Employment

The term “individual with a barrier to employment” means a member of one or more of the following populations:

- A. Displaced homemakers
- B. Low-income individuals
- C. Indians, Alaska Natives, and Native Hawaiians, *as such terms are defined in WIOA Section 166.*
- D. Individuals with disabilities, including youth who are individuals with disabilities
- E. Older individuals
- F. Ex-offenders
- G. Homeless individuals, *as defined in VAWA 41403(6), or homeless children and youths, as defined in McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))*
- H. Youth who are in or have aged out of the foster care system
- I. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
- J. Eligible migrant and seasonal farmworkers, *as defined in WIOA section 167(i)*
- K. Individuals within two (2) years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act *(42 U.S.C. 601 et seq)*
- L. Single parents (including single pregnant women)
- M. Long-term unemployed individuals
- N. Such other groups as the Governor of New Hampshire determines to have barriers to employment

4.1.3.3 Individual with Disabilities

The term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)

4.1.3.4 Low-Income Individual

The term “low-income” individual means an individual who –

A. In General – The term “low-income individual” means an individual who-

- (i) receives, or in the last 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under Part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State of local income-based public assistance;
- (ii) is in a family with total family income that does not exceed the higher of-
 - (I) the poverty line
 - (II) 70 percent of the lower living standards income level;
- (iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- (iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- (v) is a foster child on behalf of whom State or local government payments are made;
- (vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

B. Lower Living Standard Income Level – The term “lower living standard income level” means that income level (adjusted for regional, metropolitan, urban and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

4.1.4 Essential Components of Reading

The essential components of reading instruction are explicit and systematic instruction in:

- Phonemic awareness
- Phonics
- Vocabulary instruction
- Reading fluency, including oral reading skills
- Reading comprehension strategies

From Every Student Succeeds Act Sec 1915 9 (c), p.365

4.1.5 Workforce Preparation Activities

The term “workforce preparation activities” means activities, programs or services designed to help an individual acquire a combination of:

- Basic academic skills
- Critical thinking skills
- Digital literacy skills

- Self-management skills including competencies in:
 - Utilizing resources
 - Using information
 - Working with others
 - Understanding systems
 - Obtaining skills necessary for successful transition into and completion of postsecondary education or training or employment

4.1.6 Career Pathway

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

4.1.7 Corrections Specific Definitions

Correctional Institution

The term “correctional institution” means any –

- (A) prison;
- (B) jail;
- (C) reformatory;
- (D) work farm;
- (E) detention center; or
- (F) halfway house, community-based rehabilitation center, or any other similar institution designed for confinement or rehabilitation of criminal offenders.

Criminal Offender

The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

4.2 Adult Basic Education Program Information

4.2.1 Purpose

The purpose of the Adult Basic Education program is to provide educational opportunities below the secondary level for adults over the age of 16.

- Who are not current enrolled in school
- Who lack a high school diploma
- Who lack the basic skills to function effectively in the workplace and in their daily lives

4.2.2 Eligibility

Students are determined eligible for Adult Basic Education if they are over 18 years of age, not currently enrolled in school and have less than a 9th grade reading or math level as assessed on the TABE or CASAS. Priority is given to these students.

Please note there is an additional priority of service under Corrections Education (Section 225) for those individuals who are likely to leave the correctional institution within five years of participation in the program.

4.2.3 Educational Functioning Levels for ABE

The National Reporting Service has established Educational Functioning Levels for Adult Basic Education. The current EFLs are listed along with the assessment scores to determine the student’s literacy level.

	TABE	CASAS
Beginning ABE Literacy (ABE 1)	Scale Score: 0 – 1.9 grade level • Reading: 367 and below • Total Math: 313 and below • Language: 389 and below	• Reading: 200 and below • Math: 200 and below
Beginning Basic Education (ABE 2)	Scale Score: 2 – 3.9 grade level • Reading: 368–460 • Total Math: 314–441 • Language: 390–490	• Reading: 201–210 • Math: 201–210
Low Intermediate Basic Education (ABE 3)	Scale Score: 4 – 5.9 grade level • Reading: 461–517 • Total Math: 442–505 • Language: 491–523	• Reading: 211–220 • Math: 211–220
High Intermediate Basic Education (ABE 4)	Scale Score: 6 – 8.9 grade level • Reading: 518–566 • Total Math: 506–565 • Language: 524–559	• Reading: 221–235 • Math: 221–235

For specific definition of the NRS Educational Functioning Levels, please see: http://www.nrsweb.org/foundations/implementation_guidelines.aspx

4.2.4 College & Career Readiness Standards for Adults (ABE)

By July 1, 2017, it is expected that all Adult Basic Education programs have curricula aligned with the College & Career Readiness Standards. For more information, see:

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

4.2.5 Instructional Delivery

Generally, instruction for Adult Basic Education occurs in an adult education center in classes and small groups, of at least 8 students, with a designated instructor. Classes or groups meet regularly throughout the school year. Open enrollment is highly encouraged. Classes and/or groups at various times of day on different days of the week are recommended to provide the most flexibility possible for students to attend.

4.2.6 NH Legislative Authorization

The Adult Basic Education program is authorized under Ed 703 Adult Basic Education Program.

4.3 Adult Basic Education Application Instructions

All applicants must submit the Demonstrated Effectiveness & Organizational Capacity Chart. Instructions for the chart can be found in [Section 3.4](#).

Applicants must also submit a program specific application for Adult Basic Education using the guidelines provided in Section 4.

4.3.1 Section 1 Responsiveness to Regional Needs

The program must be responsive to regional needs as identified in the local workforce development plan including the educational, economic and social/cultural needs of the area.

4.3.1.1 Educational Needs

1. Please describe how the program will meet the educational needs of the region including the levels of education, high school diploma/equivalency attainment rate and estimate of literacy levels including the number of incarcerated individuals who are basic skills deficit.

4.3.1.2 Economic Needs

2. Please describe how the program will meet the economic needs of the region including the preparation of individuals for sector initiatives, assisting individuals with transition into economic stability through employment and participating in the development of career pathways.

4.3.1.3 Social/Cultural Needs

3. Please describe how the program will meet the social/cultural needs of the region including meeting diverse needs of the population, providing soft skills training and fostering the development of cultural competence.

4.3.1.4 Scoring Detail for Section 1

Responsiveness to Regional Needs will be allocated a maximum score of fifty (50) points. The main purpose of this section is to measure how well the proposed program will meet the educational, economic and social/cultural needs of the NH State Prison population including, but not limited to:

- How many inmates do not have a high school diploma or equivalent?

- What is the level of educational attainment in the correctional facility(ies)?
- What are the causes/effects of the current educational attainment level in the region (i.e. does a high level of attainment result in a lack of entry level jobs for those without a diploma?)
- What other educational needs are there in the community?
- Are those who are in need of adult education services able to be economically stable (post-release)? Why or why not?
- What jobs are available in the community (post-release), does the program prepare individuals for those jobs? What skill levels are required for those jobs?
- How does the program assist individuals with integrating into the community, socially?
- What community organizations does the program work with to address any of these needs and how is that accomplished?

4.3.1.5 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

NH State Workforce Plan

<http://www.nhworks.org/state-workforce-investment-board/State-Plan.aspx>

US Census Bureau – Educational Attainment

<https://www.census.gov/topics/education.html>

National Center for Education Statistics – State & County Estimates of Low Literacy

<https://nces.ed.gov/naal/estimates/>

NH Employment Security, Economic, Labor Market Information Bureau

<http://www.nhes.nh.gov/elmi/index.htm>

NH Department of Health & Human Services, Office of Minority Health, Ethnic Profiles

<http://www.dhhs.nh.gov/omh/>

Community Visioning & Profiles, UNH Cooperative Extension

<https://extension.unh.edu/Civic-Engagement-and-Community-Decision-Making/Community-Profiles>

National Center for Cultural Competence

<https://nccc.georgetown.edu/>

Correctional Education

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html>

Corrections Education

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/corrections-education.pdf>

Corrections-Based Adult Basic/Secondary Education

<https://www.crimesolutions.gov/PracticeDetails.aspx?ID=21>

Correctional Education

<https://csgjusticecenter.org/corrections/correctional-education/>

4.3.2 Section 2: Serving the Most in Need

The program must serve individuals in the community who were identified as most in need of adult education and literacy activities. Priority must be given to individuals who are scheduled to be released within five (5) years.

1. Please describe how the proposed program will prioritize individuals who are likely to leave the correctional institution within five years of participation in the program.

4.3.2.1 Individuals with Low Levels of Literacy

4.3.2.1a 2a. Please describe how the program will serve the needs of individuals with low levels of literacy including how those individuals will be identified, what services will be available for them and how the program will improve their literacy levels.

4.3.2.1b 2b. Please describe the program's past effectiveness in improving the literacy of individuals, especially those with low levels of literacy, and the degree to which those improvements contribute to the state levels of performance for primary indicators.

Statewide Data for Low Literacy Levels and State Performance Goals

	FY16			FY15			FY14		
	Enrolled*	Completed*	Performance Goal**	Enrolled*	Completed*	Performance Goal**	Enrolled*	Completed*	Performance Goal**
ABE Beginning Literacy	35	22%	40%	40	32%	37%	51	39%	35%
ABE Beginning Basic	48	35%	44%	136	41%	39%	151	45%	39%
ABE Intermediate Low	75	33%	47%	289	39%	41%	360	44%	39%

* for ABE programs only.

** for all programs combined.

4.3.2.2 English Language Learners

3. Please describe how the program will serve the needs of English language learners, especially those who may be above the Advanced ESL level, but still eligible for Adult Basic Education activities.

4.3.2.3 Individuals with Disabilities

4. Please describe how the program will serve the needs of individuals with disabilities including physical, emotional, social and learning disabilities.

Please refer to the definition of individual with a disability in [Section 4.1.3.3](#).

4.3.2.4 Individuals with Barriers to Employment

5. Please describe how the program will serve the needs of individuals with barriers to employment including displaced homemakers, low-income participants, ex-offenders and others.

Please refer to the definition of individual with barrier to employment in [Section 4.1.3.2](#) and the definition of a low-income individual in [Section 4.1.3.4](#).

4.3.2.5 Enrollment Estimates

6a. Please estimate program enrollment number for the next three years.

6b. Please explain how these anticipated numbers were determined.

4.3.2.6 Recruitment of Eligible Individuals

7. Please describe the program's plan for recruitment of eligible individuals.

4.3.2.7 Scoring Detail for Section 2

Serving the Most in Need will be allocated a maximum score of one hundred (100) points. The main purpose of this section is to measure how well the proposed program will serve individuals in the NH State Prison system who were identified as most in need of adult education and literacy activities including, but not limited to:

- How will the program identify individuals with low levels of literacy?
- How will the program recruit individuals with low levels of literacy?
- How will the program enable individuals with low levels of literacy to enroll, participate fully and complete the program? What supports will the program provide to encourage consistent attendance?
- If multi-level class is proposed, how will the program ensure that the needs of the individuals with the lowest literacy levels are served adequately?
- What initiatives or projects has the applicant used to promote the improvement of literacy levels for individuals with the lowest levels of literacy, English language learners, individuals with barriers to employment and individuals with disabilities? What were the results? What were the lessons learned?
- How does the program encourage the transition of English language learners from Advanced ESL into the appropriate ABE functioning level?
- What internal services or external referrals are used to meet the needs of individuals with disabilities? Are those services successful? Why or why not?
- How will the program assess for disabilities, particularly "hidden disabilities" without violating the privacy rights of all participants?
- How do the anticipated enrollment numbers compare to current numbers or recent trends? Please explain any significant differences and why those might occur.
- How will the program recruit individuals most in need of services?

5.2.2.8 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

Characteristics of Participants in Adult Basic Education Beginning Level Literacy
www.nrsweb.org/docs/ABE_Part_Characteristics_04-09.pdf

Americans with Disabilities Act
<https://www.ada.gov/>

Temporary Assistance for Needy Families
<https://www.acf.hhs.gov/ofa/programs/tanf>

Learning to Achieve: A Review of Research Literature on Serving Adults with Learning Disabilities
<https://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>

New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults
<http://www.clasp.org/resources-and-publications/publication-1/KeyProvisionsofWIOA-Final.pdf>

4.3.3 Section 3: Service Delivery Format and Schedules

The program must have a delivery method, location and schedule that enable individuals to attend and complete programs.

4.3.3.1 Service Delivery Format

1a. Please describe the program's service delivery format(s) and explain how the format(s) enable individuals to attend and complete the program. This may include one-on-one instruction, small groups, workshops, large classes, distance learning options and other service delivery methods or combinations.

1b. Please describe the program's enrollment schedule including whether open enrollment or managed enrollment is offered, how waiting lists are handled as well as other ways that the program enables individuals to attend and complete the program.

4.3.3.2 Class Structure

2. Please describe the program's class structure including the number of anticipated students, the number of days and hours of instructional time per week and how students will be placed in the class(es).

Recommended active enrollment for an ABE class is a minimum of eight students.

4.3.3.3 Scoring Detail for Section 3

Service Delivery Format and Schedules will be allocated a maximum score of seventy-five (75) points. The main purpose of this section is to measure how well the proposed program will enable individuals to attend and complete classes through flexible scheduling, sufficient instructional time per week and appropriate delivery methods including, but not limited to:

- Which delivery methods will the program offer and why? Which methods have been most successful in the past and why?
- Will the program offer a combination of service delivery options? How will these options be made available to enrolled participants?
- Will the program offer open enrollment? Why or why not? If not, please address how the program will engage participants while they are waiting for a start date?
- How will waiting lists be managed? How will participants on the waiting list be engaged while they wait for an opening?
- What methods will be used to expand learning opportunities beyond the classroom? How will those activities be monitored or tracked, if appropriate?
- Will the program have an attendance policy? How will participants who struggle with attendance continue to be engaged in the program?
- How many levels of classes will be offered? If multi-level classes are offered, how will the instructor ensure that all of the participants' needs are being met?

4.3.3.4 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

Adult Learner Persistence Policy Examples

<http://www.nelrc.org/persist/policy.html>

Diving Deep Into the Local NRS Pool: Attendance, Educational Gain and Transition Outcomes

www.nrsweb.org/docs/Diving%20Deep%20Report_051710.508.docx

Teaching Strategies: Resources for Adult Educators

<http://nhptv.pbslearningmedia.org/collection/ketae/>

A Reentry Education Model: Supporting Education and Career Advancement for Low-Skill Individuals in Corrections

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>

4.3.4 Section 4: Proposed Curricula and Contextualized Instruction

The program must provide learning in context 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.

4.3.4.1 Proposed Curricula

1. Please describe the program's proposed curriculum/a including major themes and a general overview of topics.

4.3.4.2 Contextualized Instruction

2. Please describe how the program will provide contextualized instruction or other activities for learning in context. (See [Appendix B](#) for the WIOA definition of contextualized instruction.)

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4.3.4.3 Scoring Details for Section 4

Proposed Curricula and Contextualized Instruction will be allocated a maximum score of seventy-five(75) points. The main purpose of this section is to measure how well the proposed program will provide curricula designed to meet the needs of the participants, especially through contextualized instruction including, but not limited to:

- How will the curriculum be designed? Will it be competency-based? Will it be standards-based? Will it be project-based or have some other educational foundation?
- How will instruction be contextualized?
- For what fields will instruction be contextualized? How was that decision made?
- What materials or research will assist the instructors with designing lessons for contextualization?
- How will the curriculum encourage transition to postsecondary education, training or employment?
- How will the curriculum encourage the rights and responsibilities of citizenship?

4.3.4.4 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

College & Career Readiness Standards for Adult Education

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Contextualization Toolkit: A Tool for Helping Low-Skilled Adults Gain Postsecondary Success

http://www.iff.org/sites/default/files/publications/materials/BT_toolkit_June7.pdf

Changing the Odds: Informing Policy with Research on How Adult Learners Succeed

http://www.air.org/sites/default/files/downloads/report/AIR_Changing_the_Odds_0.pdf

Handbook for Sustaining Standards-Based Education in Adult Education

<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>

Improving Adult Literacy Instruction: Options for Practice and Research

https://lincs.ed.gov/publications/NAS_report

4.3.5 Section 5 State Workforce Board Alignment

The program must demonstrate alignment between the proposed activities and services and the strategy and goals of the local workforce plan as well as the activities of the one-stop partners.

4.3.5.1 Curriculum Alignment

1. Please describe how the curriculum for this program will be aligned to the College & Career Readiness Standards for Adult Education (CCRS).

- a. Explain how the program will verify that lessons taught in the program are aligned with CCRS.

- b. Describe training received by instructors and resources used for curriculum development.

4.3.5.2 Adult Education and Literacy Activities

2. Please describe the adult education and literacy activities that will be offered in this program and how those activities will be offered concurrently. See definitions in [Section 4.1.2](#).

4.3.5.3 State Leadership Activities

3. Please describe how the program's staff will participate in State Leadership activities including participation in adult education committee or advisory groups, attendance at state-sponsored professional development activities or membership in regional/national adult education consortia. If the program has a professional development policy, please provide a summary.

4.3.5.4 Assessing Quality

4a. Please describe how the program will meet the performance levels required by the State including performance indicators, measurable skills gain and pre- and post-testing levels.

4b. Please describe what methods the program will use to identify performance areas that are on target versus those that need improvement and the steps for remediation.

State Performance Levels for 2017

- Entered Employment: 42%
- Retained Employment: 93%
- Secondary Credential: 71%
- Entered PS Ed or Training: 17%
- Gained EFL: 43.6% *
- Pre-tested: 100% by 12 hours of instruction
- Post-testing: 68%

**(average over all EFLs)*

4.3.5.5 Scoring Details for Section 5

Alignment with the State Workforce Plan will be allocated a maximum score of seventy-five (75) points. The main purpose of this section is to measure how well the proposed program will be aligned to the strategies and goals of the State Workforce Plan particularly in the areas of curriculum, adult education and literacy activities, state leadership activities and performance measures. Explanations in this section should include, but are not limited to:

- Is there a staff person who has been trained as a CCRS Trainer? Have staff members attended or plan to attend CCRS training?
- What resources are available for instructors to assist with alignment of curriculum to the CCRS standards?

- How are the adult education and literacy activities offered concurrently? Are different activities integrated into one program? Are participants enrolled in more than one program?
- How will the program transition participants from one class to another? For example, how will Advanced ESL participants be transitioned into Adult Basic Education or Adult Diploma programs?
- How does the program work with local WIOA partners to build career pathways? How is co-enrollment encouraged/promoted? Does a representative attend quarterly WIOA meetings?
- Does the program “feed” into a postsecondary education or training program such as the community college system, apprenticeships or On-the-Job-Training opportunities?
- How does the program address the educational/economic needs of the local community?
- How does the program work with local employers? Other local adult education centers?
- Which professional development activities, committees or advisory groups do you or your staff/volunteers participant in?
- Do you require professional development activities? Do you provide local activities?
- How will the program take advantage of New Hampshire’s membership in the New England Literacy Resource Center including the publication of The Change Agent?
- How will the program meet the performance levels required by the State?
- How will the program use the Annual Self Evaluation system to identify areas that need improvement and the steps for remediation?

4.3.5.6 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

NH State Workforce Plan

<http://www.nhworks.org/state-workforce-investment-board/State-Plan.aspx>

College & Career Readiness Standards for Adult Education

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Overview of Title II: Adult Education and Literacy

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>

New England Literacy Resource Center

<http://www.nelrc.org/>

National College Transition Network

<http://www.collegetransition.org/publications.overview.html>

Teacher Effectiveness in Adult Education

<https://lincs.ed.gov/programs/teachereffectiveness>

Implementing the Workforce Innovation and Opportunity Act Network

<https://ion.workforcegps.org/>

4.3.6 Section 6 Intensity, Quality and Best Practices

The program must be of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains.

4.3.6.1 Sufficient Intensity & Quality

1. Please explain how the program will define “sufficient intensity” and “quality” as well as how the program will meet that requirement.

4.3.6.2 Rigorous Research

2. Please list the research used and how it informs the instructional practices of the program.

3. Please explain how the research listed above is expected to assist participants with achieving substantial learning gains.

4.3.6.3 Essential Components of Reading

4. Please explain how the program uses instructional practices that include the essential components of reading instruction.

The essential components of reading instruction are explicit and systematic instruction in:

- Phonemic awareness
- Phonics
- Vocabulary instruction
- Reading fluency, including oral reading skills
- Reading comprehension strategies

From Every Student Succeeds Act Sec 1915 9 (c), p.365

4.3.6.4 Integration of Workforce Preparation Activities

5. Please explain how the program will integrate workforce preparation activities for all participants.

The term “workforce preparation activities” means activities, programs or services designed to help an individual acquire a combination of:

- Basic academic skills
- Critical thinking skills
- Digital literacy skills
- Self-management skills including competencies in:
 - Utilizing resources

- Using information
- Working with others
- Understanding systems
- Obtaining skills necessary for successful transition into and completion of postsecondary education or training or employment

4.3.6.5 Scoring Details for Section 6

Intensity, Quality and Best Practices will be allocated a maximum score of one-hundred (100) points. The main purpose of this section is to measure how well the proposed program will meet the requirement of being of sufficient intensity and quality. This includes the degree to which instructional practices are based on the most rigorous research available including, but are not limited to:

- Intensity and quality is based on reasonable judgment. Is the intensity and quality based on the needs of the workforce in the community? Does the program prepare participants with the skills necessary for entering and completing postsecondary education or training? Does the program prepare participants for entry level skills required by local employers?
- Is the research cited the most rigorous research available including scientifically valid research and effective educational practice?
- How will teachers/students incorporate the essential components of reading into instruction?
- Under WIOA, workforce preparation activities are not intended to be a stand-alone component. How will workforce preparation activities be integrated into the program?
- How will you determine that the program has enough intensity for participants to be successful within a reasonable timeframe?
- How will you assess the quality of the program?

4.3.6.6 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

Employability Skills Framework
<http://cte.ed.gov/employabilityskills/>

OCTAE Professional Development
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html?exp=2>

Adult Education: What Makes Teaching Effective?
http://calpro-online.org/documents/CALPRO_BRIEF_13_508.pdf

Learning to Achieve: A Review of the Research Literature on Serving Adults with Learning Disabilities
<https://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>

Improving Adult Education Literacy Instruction: Options for Practice and Research
https://lincs.ed.gov/publications/NAS_report

Teaching Excellence in Adult Education

NH BAE-RFP-2017-005
 Adult Basic Education Application Instructions

<https://lincs.ed.gov/programs/teal>

Integrating Digital Literacy and Problem Solving into Instruction

<https://lincs.ed.gov/publications/pdf/digitalaccess-problemsolving.pdf>

Implementing Literacy Programs to Improve Student Achievement

<https://lincs.ed.gov/publications/pdf/EDVAE09C0042ImpLiteracy.pdf>

Evaluating the Effectiveness of Correctional Education

https://www.bja.gov/publications/rand_correctional-education-meta-analysis.pdf

Strengthening Correctional Education for Adults

<http://www.workingpoorfamilies.org/pdfs/policybrief-summer09.pdf>

4.3.7 Section 7 Integration of Technology Services and Digital Systems

The program must effectively use technology, services and delivery systems including distance education, in a manner sufficient to increase the amount and quality of learning. Such technology, services and systems should lead to improved performance.

4.3.7.1 Use of Technology

1. Please describe how the program incorporates technology into learning including the use of a variety of devices.

4.3.7.2 Technology Programs or Services

2. Please list the technology programs or services used in the program and the purpose for their use.

4.3.7.3 Use of Distance Learning

3. Please explain how the program will use distance learning including the selection process for appropriate participants, facilitation of the distance learning and the purpose for the distance learning.

4.3.7.4 Scoring Details for Section 7

Integration of Technology Services and Digital Systems will be allocated a maximum score of fifty (50) points. The main purpose of this section is to measure how well the proposed program will incorporate the use of technology, especially with regard to distance learning including, but not limited to:

- How will the program incorporate technology into learning activities?
- What technological devices will be used?
- What programs/services will the program use? Free programs such as Khan Academy or paid services such as Aztec or PLATO?

- How will distance learning be incorporated? Will it be an option for all learners? How will the program assess the learner to determine if distance learning is appropriate?
- What type of distance learning policies will be instituted?
- How will technology, including distance learning, increase the intensity and quality of instruction?
- How will the program incorporate digital literacy for all participants? Will an assessment or certification/credential such as Northstar Digital be required for participants? For staff?

4.3.7.5 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

Educational Technology in Corrections

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/policybriefedtech.pdf>

Corrections and Reentry: Digital Literacy Acquisition Case Study

http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1020&context=dla_research_briefs

Integrating Technology in WIOA

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/integrating-technology.pdf>

Assessment in Distance Learning Discussion

https://lincs.ed.gov/lincs/discussions/assessment/07assess_distance.html#announce

New Models for Distance Classes in Adult Education

<https://lincs.ed.gov/professional-development/resource-collections/profile-806>

Investigating the Language and Literacy Skills Required for Online Learning

<https://lincs.ed.gov/professional-development/resource-collections/profile-338>

Digital Literacy Initiatives

<https://lincs.ed.gov/programs/digital-literacy>

Integrating Digital Literacy and Problem Solving into Instruction

<https://lincs.ed.gov/professional-development/resource-collections/profile-820>

Northstar Digital Literacy

<https://www.digitalliteracyassessment.org/>

Key Research and Organizations

<http://digitalpromise.org/initiative/adult-learning/key-research-and-organizations/>

4.3.8 Section 8 Meeting Program Outcomes

The program must meet or exceed minimum program outcome expectations including performance indicators, measurable skills gains and other standards.

Please note that certain outcome data does not need to be collected for incarcerated participants who remain incarcerated at the end of the program year. Those are noted in this section.

Under Section 225 (d), the State is required to report on the relative rate of recidivism for the criminal offenders served under this program.

4.3.8.1 Recidivism Rate

1. Please describe how the program will define recidivism as well as how the data will be collected and the rate calculated for participants in the program.

4.3.8.2 Primary Indicators of Performance

2. Please list how the program will contribute to meeting the state's primary indicators of performance including past performance as well as plans for improvement.

For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one Primary Indicator of Performance in each period of participation.

4.3.8.2.1 Employment in the Second Quarter after Exit

Includes all participants, except those who were incarcerated at program entry who remain incarcerated, who exit during the program year.

Collection of this data must be made through a Follow-Up Survey.

4.3.8.2.2 Employment in the Fourth Quarter after Exit

Includes all participants, except those who were incarcerated at program entry who remain incarcerated, who exit during the program year.

Collection of this data must be made through a Follow-Up Survey.

4.3.8.2.3 Median Earning in the Second Quarter after Exit

Includes all participants who exit during the program year, except those who were incarcerated at program entry who remain incarcerated, and who are employed in the second quarter after exit.

The Median Earning is determined by the midpoint of wages between the lowest and the highest quarterly wage, in U.S. dollars, in the second quarter after exit.

Collection of this data must be made through a Follow-Up Survey.

4.3.8.2.4 Credential Attainment Indicator – Secondary

Includes all participants who exit during the program year, except those who were incarcerated at program entry who remain incarcerated, and

- who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test.
- **AND** who received a secondary credential or diploma during participation or within one year after exit
- **AND** who entered into postsecondary education or training within one year after exit

- **OR** who obtained employment within one year after exit

Collection of this data must be made at the time of exit and 12 months from exit. Data matching through the National Student Clearinghouse may be possible for some participants enrolled in postsecondary education.

4.3.8.2.5 Credential Attainment Indicator - Postsecondary

Includes all participants co-enrolled in a postsecondary education program (and an adult education program) who exit during the program year, and

- who receive a state-recognized postsecondary credential during participation or within one year after exit.

Collection of this data must be made at the time of exit and 12 months from exit. Data matching through the National Student Clearinghouse may be possible for some participants enrolled in postsecondary education.

4.3.8.3 Measurable Skill Gain Indicators (MSG)

3. Please list how the program will contribute to meeting the state's measurable skills gain indicators including past performance as well as plans for improvement.

For each of the Measurable Skill Gain Indicators, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one Measurable Skill Gain in each period of participation. Only the most recent MSG will be collected per period of participation.

4.3.8.3.1 Secondary Diploma/Equivalent

All participants who earn a high school diploma or equivalent during the program year.

4.3.8.3.2 Educational Functioning Level Gain

Educational Functioning Level (EFL) gain can be measured in three ways:

1. Comparing the participant's pre-test with the participant's post-test, using an NRS approved test.
2. Awarding of Carnegie credits or credits in an adult high school program
3. Enrollment in postsecondary education or training after exit

4.3.8.4 Pre-Testing Rate

4. Please explain how the program will ensure that 100% of participants are pre-tested by the time they receive 12 hours of instruction. If the program has not met this requirement in the past, please explain.

4.3.8.5 Post-Testing Rate

5. Please explain how the program will ensure that at least 68% of participants are post-tested after 40-60 hours of instruction, as determined by the test publisher. If the program has not met this requirement in the past, please explain.

4.3.8.6 Follow Up Response Rate

6. Please explain how the program will ensure that at least 75% of participants respond to follow-up contact. If the program has not met this requirement in the past, please explain.

4.3.8.7 Scoring Details for Section 8

Meeting Program Outcomes will be allocated a maximum score of fifty (50) points. The main purpose of this section is to measure how well the proposed program has met program outcome goals in the past and how the program proposes to meet the performance goals in the future, including, but not limited to:

- How will the program systematically collect/maintain contact information for participants to be able to locate them at the second quarter, fourth quarter and one year after exit?
- How will the program coordinate follow up surveys to gain maximum responses?
- How will the program collaborate with other partners to collect performance indicators and/or measurable skill gain?
- How will the program assist participants with meeting the performance indicators even after exit from the program?
- What system will the program adopt to ensure that participants are pre-tested?
- How will the program ensure that students are post-tested at appropriate points?
- Under periods of participation, a participant cannot be exited from the program until 90 days after service ends. How will the program track this information? How will the program determine when an individual should be closed?
- How will the program coordinate with the NH State Prison and other NH correctional facilities to track recidivism after exit from the program?

4.3.8.8 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

NRS Implementation Guidelines

http://www.nrsweb.org/foundations/implementation_guidelines.aspx

Performance Accountability Guidance for WIOA

<http://www.nrsweb.org/foundations/octae-program-memo-17-2.pdf>

Tests Determined to be Suitable for Use in the National Reporting System for Adult Education

<https://www.federalregister.gov/documents/2016/12/13/2016-29899/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education>

4.3.9 Section 9 Reporting

The program must maintain high-quality data and input that data into a state-provided system to provide accurate and timely reporting.

4.3.9.1 Student Information

1. Please describe how student demographic information, attendance records and testing results will be collected, stored, entered and analyzed.

4.3.9.2 Accuracy of Data

2. Please describe the program's internal system for ensuring the accuracy of data before submission of reports to the state.

4.3.9.4 Data Responsibility

3. Please explain who will be responsible for data entry (i.e. a teacher, a director or a counselor), how often will data entry occur and how will the data be kept secure prior to being entered into the system?

4.3.9.5 Scoring Details for Section 9

Reporting will be allocated a maximum score of fifty (50) points. The main purpose of this section is to measure how well the proposed program will collect, store, enter and analyze students and program data including, but not limited to:

- What steps has your staff taken to learn how to enter data into the state data management system or another similar system? What steps will the staff take to learn how to enter data into the state data management system?
- What internal checks are in place or will be in place to ensure that accurate data is being entered?
- What regular reports will the program run to ensure high-quality data is being inputted?

4.3.9.6 References/Resources

This is not intended to be a complete list of potential references or resources that could be used to respond to this section of the RFP. Inclusion on this list does not indicate endorsement of these organizations by the Bureau of Adult Education.

Core Demographic, Status and Participation Measures in the NRS Implementation Guide
http://www.nrsweb.org/docs/NRS_Implementation_Guidelines_February2016.pdf

Data Quality
http://www.nrsweb.org/NRSwork/data_quality.aspx

Adult Learner Persistence Project – Attendance Policies
<http://www.nelrc.org/persist/policy.html#3attendance>

4.3.10 Section 10 FY18 Budget

4.3.10.1 General Budget Instructions

The proposed FY18 budget should be entered on the ABE Application spreadsheet. There are three Budget worksheets.

NH BAE-RFP-2017-005
Adult Basic Education Application Instructions

Please note that the FY2018 budget will be for the period from the Effective Date of the contract through June 30, 2018.

1. **ABE Budget** – please enter the budget amounts following the instructions and guidelines in this section. There are hyperlinks in each section to move between the same sections on the ABE Budget form and the Budget Narrative.
2. **OBM Form 1** – This is a required form for the Grants Management System. All of the totals from the ABE Budget worksheet will be entered and totally automatically on the Form 1. If there are line items that were entered in addition to the ones provided, those will have to be entered manually on the blank lines under the Detail of Proposed budget. Please make sure that the totals on the Detail match the total for the Budget Summary.
3. **Budget Narrative** – Use this form to explain the items and calculations in each section of the budget. There are hyperlinks in each section to move between the same sections on the Budget Narrative and the ABE Budget Form.

4.3.10.2 Personnel

1. Please list the Administrative, Counseling and Teaching staff positions for the program by title.

Salaries for staff should be reflective of the approved salary schedule for the applicant school district of organization. Prep time should be included in the budget at the rate of 1 hour for each 7 hours of instruction.

Directors' salaries should be computed on the following basis:

- \$2,250, plus \$250.00 for each ABE funded class (for the remainder of FY2018)
- \$5,000, plus \$500.00 for each ABE funded class (for FY2019 and FY 2020)
- Recommended active enrollment for an ABE class is a minimum of **eight** students.

No program will be funded for less than 65 instructional hours for the school year (FY2018). Minimum instructional hours for FY2019 and FY2020 are 130 hours each.

	Description	Function Code	Object Code
Administrative:	Include all director, coordinator and other administrative personnel.	2400	110
Counseling:	Include all counselors, specialists	2000	110
Teaching:	Include all teachers and paraprofessionals	1000	110

2. Please list the benefits and total amounts for each category of Personnel. Be sure to explain the calculations for benefits in the Budget Narrative including the type of benefit, cost per person, etc.

Benefits include:

- Health insurance
- Dental Insurance
- Life Insurance
- Disability Insurance
- Other Group Insurance
- Social Security Contributions
- Retirement Contributions
- Unemployment Compensation
- Worker's Compensation
- Tuition Reimbursement or Professional Development

	Description	Function Code	Object Code
Administrative:	Include all director, coordinator and other administrative personnel.	2400	200
Counseling:	Include all counselors, specialists	2000	200
Teaching:	Include all teachers and paraprofessionals	1000	200

4.3.10.3 Professional Technical Services

Services which by their nature can be performed only by persons or firms with specialized skills and knowledge.

3. Please list any purchased professional and technical services including but not limited to professional educational and technical services.

4.3.10.4 Purchased Property Services

Services purchased to operate, repair, maintain and rent property owned or used by the organization.

4. Please list any purchased property services including rent, cleaning and other services. Do not include utilities or communication services in this section.

Purchased Property Services include, but are not limited to:

- Water, sewer
- Cleaning services
- Disposal services
- Snow Plowing services
- Custodial services
- Repairs & Maintenance
- Rent
- Rental of Equipment

4.3.10.5 Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll of the organization and not included in Professional and Technical Services or Property Services.

5. Please list any other purchased services including building insurance, communication systems and postage.

Other Purchased Services include, but are not limited to:

- Insurance (other than employee benefits)
- Voice Communications (telephone)
- Data Communications (Internet)
- Postage
- Advertising
- Printing and Binding
- Travel
- Tuition
- Other services purchased from private sources or another school district

4.3.10.6 Supplies

Amounts paid for items that are consumed, worn out or deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

6. Please list any supplies including utilities, office supplies, food, books, printed media, electronic media and software.

Supplies include:

- Energy services (please include these as a total monthly amount
 - Natural gas
 - Electricity
 - Bottled gas
 - Oil
 - Gasoline
- Food
- Books & information resources
- Workbooks and Printed Media
- Digital Subscriptions
- Software

4.3.10.7 Property

Expenditures for acquiring fixed assets, including initial equipment, additional equipment and replacement of equipment.

7. Please list any equipment including furniture, computers and depreciation.

Property includes:

- New Furniture
- New Computers
- Replacement Furniture
- Replacement Computers
- Depreciation

4.3.10.8 Other Objects

Amounts paid for goods and services not otherwise classified.

Other Objects include:

- Dues and fees
- Miscellaneous Expenditures that are not classified in any other object

4.3.10.9 Other Uses of Funds

Expenditures for transactions which are not classified in other objects, such as indirect cost.

9. Please list the indirect cost.

The rate must be the rate approved by the NH Department of Education for the school district or a maximum of 10% for non-profit organizations.

4.3.10.10 Scoring Details for Section 10

The Budget and Budget Narrative will be allocated a maximum score of seventy-five (75) points. The main purpose of this section is to measure how well the proposed program presents a cost-conscious budget with the primary focus on providing quality services to eligible individuals including, but not limited to:

- How will the program limit administrative costs?
- Are the costs reasonable for the geographic area? For example, are salaries competitive for similar occupations in the area?
- Do line items reflect the guidance provided in each section?
- Are Budget Narrative explanations satisfactory?

4.3.10.11 References/Resources

Financial Accounting Handbook for Local Education Agencies
http://www.education.nh.gov/data/documents/fin_acct_handbk.pdf

4.3.11 Section 11 Budget Projections for FY19 and FY20

Please use the Projections worksheet in the ABE Budget Excel Spreadsheet to enter projections for FY19 and FY20.

NOTE: The totals from the FY18 proposed budget are carried over onto the Projections Worksheet. Because FY18 is a prorated budget, it is recommended that these numbers are not used to automatically generate projections for the subsequent years.

Please make sure that explanations for any increases are included in the Budget Narrative worksheet. FY19 and FY20 will be full-year budgets.

4.3.11.1 Cost per Participant

Please enter the anticipated enrollment number for each year. The spreadsheet has formulas that will automatically enter the Total amounts per year and calculate the cost per participant.

4.3.11.2 Scoring Details for Section 11

Section 11 – Projected Budgets for FY 19 and FY20 will be considered in conjunction with Section 10 – FY18 Budget and Budget Narrative.

Appendix A - Data and Assessment Policy 2016-2017

See separate document

Appendix B – WIOA Glossary

See separate document

Attachment 1 – Demonstrated Effectiveness Chart

Please use Demonstrated Effectiveness Chart Excel spreadsheet provided to submit this information.

Attachment 2 – Program Specific Application & Budget Worksheets

Please use Application and Budget Excel spreadsheets to provide this information.

There is an Excel documents with the following worksheets that need to be completed.

1. Adult Basic Education Application
2. FY 18 Budget
3. OBM Form 1
4. Budget Narrative
5. Budget Projections for FY19 and FY20

Attachment 3 – Required Documentation

The following documentation must be attached to the completed proposal:

1. From Section 2.14 Terms and Conditions
 - A statement that the organization submitting the proposal will accept the terms and conditions of the State of New Hampshire's standard Contract Agreement/General Provisions which is available in [Attachment 4](#) – Additional Documentation
 - A [form for acceptance](#) is available in this section.
2. From Section 3.2 Vendor Experience
 - Job descriptions for key program staff
 - Resumes for key program staff
3. From Section 3.4.2.3 Coordination with Other Community Organizations
 - Three (3) letters of reference from past students and/or collaborating agencies that speak to the organization's ability to provide the services described in the RFP
4. [Statement of Assurances](#) – Form found in this section
5. General Education Provisions Act, Section 427
 - Notice to all applicants is found in this section
 - Form for sample attestation document is found in this section
6. Audited Financial Records
 - The organization must provide evidence of financial stability either through a narrative description of appropriated funds through a district budget process of a public entity or through audited financial records.

NH Department of Education
Bureau of Adult Education
21 South Fruit Street, Suite 20
Concord, NH 03301

STATEMENT OF ASSURANCES

1. To the best of our knowledge and belief, the application made herein is in accordance with the provision of the Adult Education and Family Literacy Act (Title II, Workforce Innovation and Opportunities Act of 2014) and the intent of the New Hampshire Combined State Workforce Plan for Adult Education.
2. The applicant assures that no person shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance from the Department of Education.
3. Funds provided by the Adult Education and Family Literacy Act will be used to supplement and not supplant State and local funds expended for adult educational purposes, and shall, in no case, decrease the fiscal effort that would, in the absence of such funds, be made by the applicant for adult educational purposes.
4. The project will be operated only as it is consistent with the approved proposal and project funds will only be expended for activities which support the objectives of the proposal, and in conformity with the approved line-item budget. Any program changes will require that both the desired change of program and change of line-item of program be approved by the State Agency.
5. A separate accounting shall be kept of program funds in accordance with the directives outlined in the State Agency's Manual "Standard Accounting Procedures for Federal Program Funds at the Local Educational Level" and the U.S. Department of Education General Administration Regulations.

WE HEREBY CERTIFY that, to the best of our knowledge, the information contained in this application is correct; the agency named below has authorized us, as its representatives, to file this application, and such action is recorded in the minutes of the agency's meeting held on _____, 20__.

APPLICANT (Legal Name of Agency)

Superintendent of Schools or
Chief Officer of Agency:

Signature

Local Director of Project:

Signature

Date Signed: _____

STATEMENT of ACCEPTANCE of Terms and Conditions

The organization will accept the terms and conditions of the State of New Hampshire's standard Contract Agreement/General Provisions (Form P-37).

Superintendent of Schools or
Chief Officer of Agency: _____
Signature

Local Director of Project: _____
Signature

Date Signed: _____

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- 1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- 2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- 3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- 4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation –
WORKFORCE INVESTMENT ACT, TITLE II –
ADULT EDUCATION AND FAMILY LITERACY**

This attestation outlines the steps that _____ will ensure be taken _____ (Applicant) should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Use of special circumstances determine whether these or other barriers may prevent students, teachers, etc., from such access participation in the federally-funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements.

Sample GEPA Attestation

Project Director: (Name and Title) _____

Signature of Project Director: _____ Date: _____

Attachment 4 – Additional Documentation Required for Contracting

The following documentation will be required if the application is accepted by the State Agency and final negotiations are complete.

1. Form P-37
 - Any objections to the standard terms in this Agreement should be noted during the application process. If the State decides to award a grant as a result of this RFP process, any award may be contingent upon approval of the Agreement by Governor and Executive Council of the State of New Hampshire.
2. Certificate of Good Standing
 - The organization must provide a Certificate of Good Standing from the NH Secretary of State's Office or documentation that the entity is exempt from this requirement.
3. Certificate of Insurance
 - If a certificate of insurance is already on file with the NH Department of Education, please document this information in the attachments.
 - Specific requirements can be found in Section 2.15 Insurance.
4. Certificate of Authority
 - The governing board of the organization must provide authorization for the individual to sign a contract with the NH Department of Education, Bureau of Adult Education. This can be a record of a vote from the Board of Directors/School Board or a Certificate of Authority form.
5. Governing Board list
 - A Board of Director or School Board list

Notice: This agreement and all of its attachments shall become public upon submission to Governor and Executive Council for approval. Any information that is private, confidential or proprietary must be clearly identified to the agency and agreed to in writing prior to signing the contract.

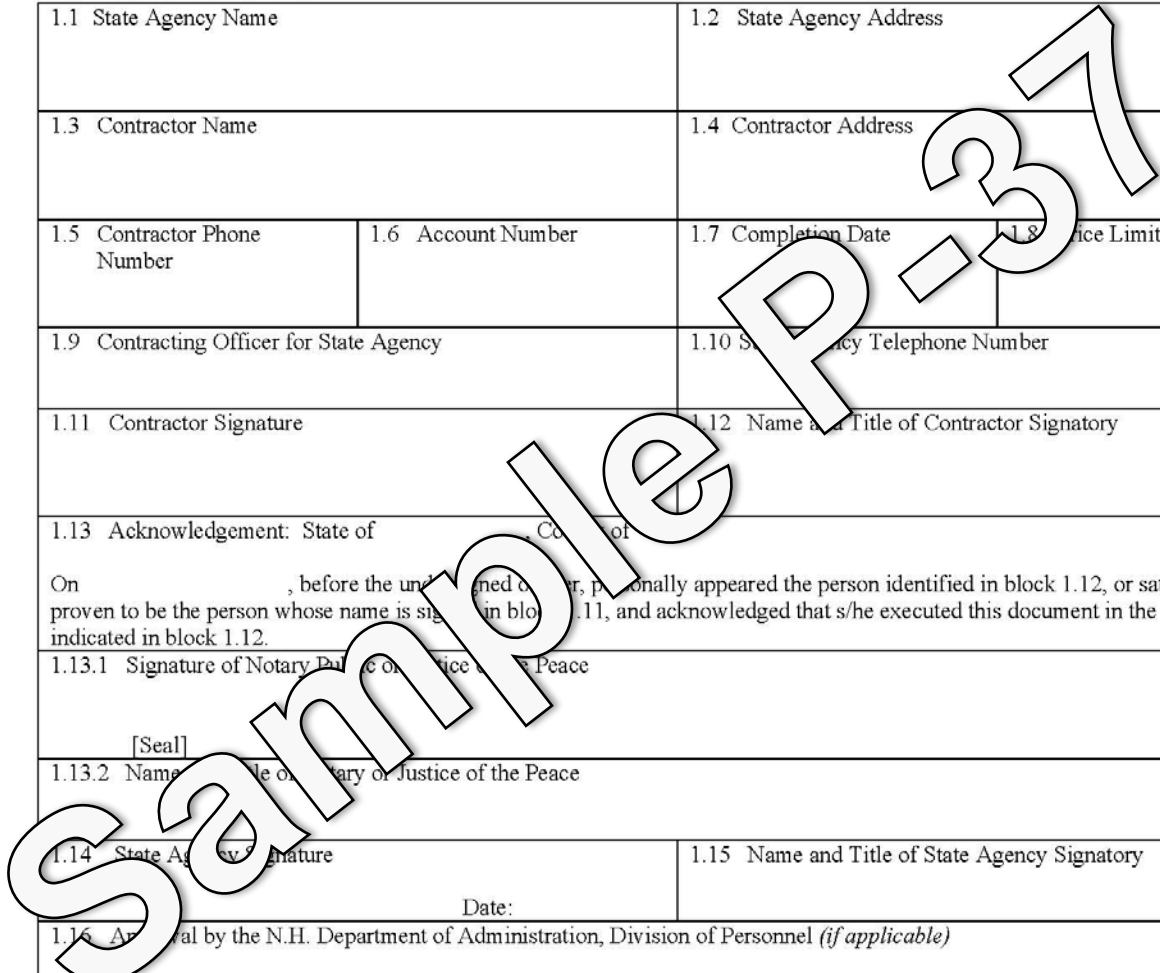
AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name		1.2 State Agency Address	
1.3 Contractor Name		1.4 Contractor Address	
1.5 Contractor Phone Number	1.6 Account Number	1.7 Completion Date	1.8 Office Limitation
1.9 Contracting Officer for State Agency		1.10 State Agency Telephone Number	
1.11 Contractor Signature		1.12 Name and Title of Contractor Signatory	
1.13 Acknowledgement: State of _____ County of _____ On _____, before the undersigned Notary Public, personally appeared the person identified in block 1.12, or satisfactorily proven to be the person whose name is signed in block 1.11, and acknowledged that s/he executed this document in the capacity indicated in block 1.12.			
1.13.1 Signature of Notary Public or Justice of the Peace			
[Seal]			
1.13.2 Name and Title of Notary of Justice of the Peace			
1.14 State Agency Signature		1.15 Name and Title of State Agency Signatory	
Date:			
1.16 Approval by the N.H. Department of Administration, Division of Personnel <i>(if applicable)</i>			
By:		Director, On:	
1.17 Approval by the Attorney General (Form, Substance and Execution) <i>(if applicable)</i>			
By:		On:	
1.18 Approval by the Governor and Executive Council <i>(if applicable)</i>			
By:		On:	



2. EMPLOYMENT OF CONTRACTOR/SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT A which is incorporated herein by reference ("Services").

3. EFFECTIVE DATE/COMPLETION OF SERVICES.

3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, if applicable, this Agreement, and all obligations of the parties hereunder, shall become effective on the date the Governor and Executive Council approve this Agreement as indicated in block 1.18, unless no such approval is required, in which case the Agreement shall become effective on the date the Agreement is signed by the State Agency as shown in block 1.14 ("Effective Date").

3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT.

Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including without limitation, the continuance of payments hereunder, are contingent upon the availability of appropriated funds, and in no event shall the State be liable for payments hereunder in excess of such available appropriated funds. In the event of reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall reserve the right to terminate this Agreement immediately upon the occurrence of such termination. The State shall not be required to transfer funds from any other account to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/ PAYMENT.

5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT B which is incorporated herein by reference.
5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.

5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.

6.1 In connection with the performance of the Services, the Contractor shall comply with all rules, laws, regulations, and orders of federal, state, county, and municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal opportunity laws. This shall include the obligation to utilize auxiliary aids and services to ensure that persons with communication disabilities, including vision, hearing and speech, can communicate with, receive information from, and convey information to the Contractor. In addition, the Contractor shall comply with all applicable copyright laws.

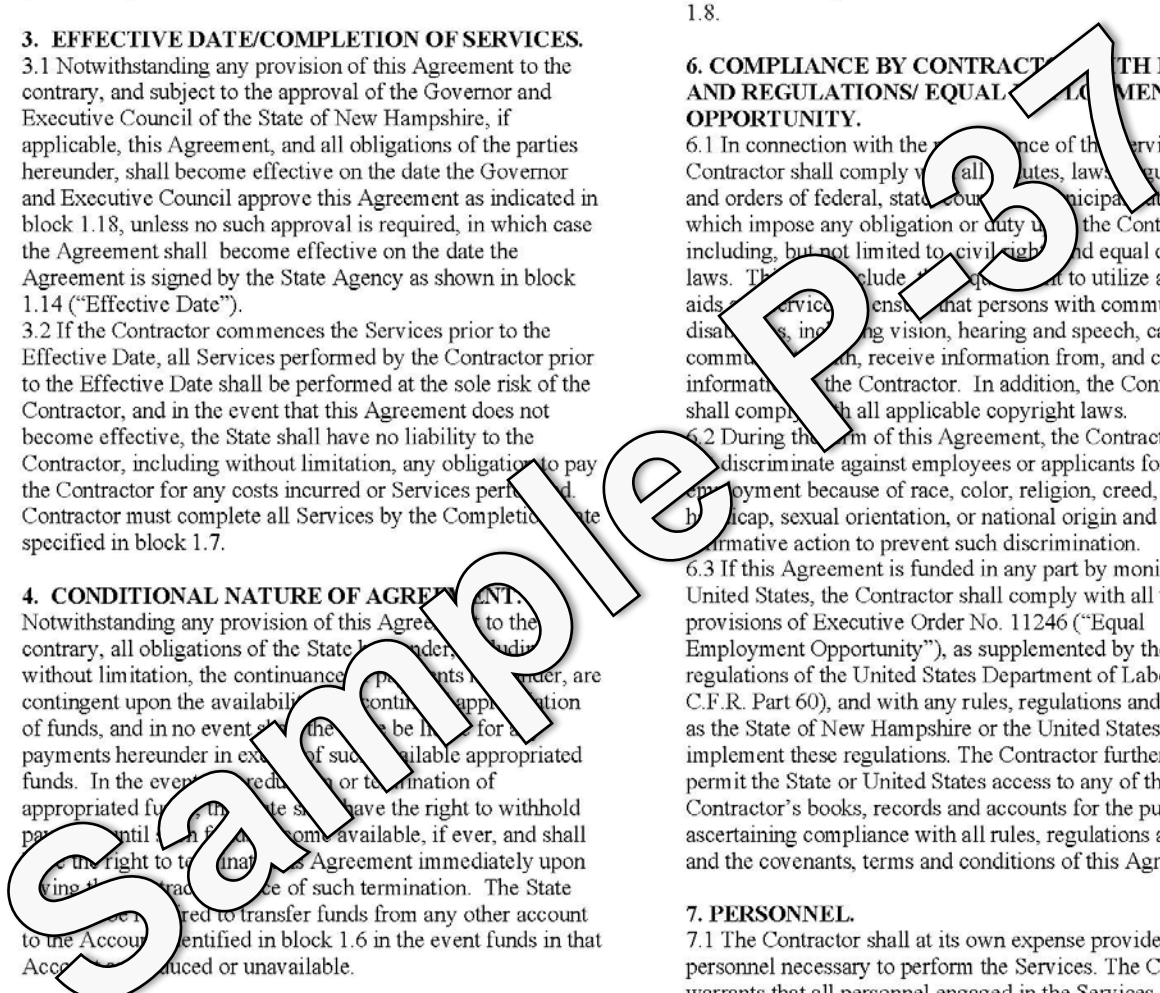
6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.

6.3 If this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all the provisions of Executive Order No. 11246 ("Equal Employment Opportunity"), as supplemented by the regulations of the United States Department of Labor (41 C.F.R. Part 60), and with any rules, regulations and guidelines as the State of New Hampshire or the United States issue to implement these regulations. The Contractor further agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

7. PERSONNEL.

7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.

7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this



Contractor Initials _____
Date _____

Agreement. This provision shall survive termination of this Agreement.

7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.

8. EVENT OF DEFAULT/REMEDIES.

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default"):

- 8.1.1 failure to perform the Services satisfactorily or on schedule;
- 8.1.2 failure to submit any report required hereunder; and/or
- 8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

- 8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) days from the date of the notice; and if the Event of Default is not timely remedied, terminate this Agreement, effective two (2) days after giving the Contractor notice of termination;
- 8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;
- 8.2.3 set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or
- 8.2.4 treat the Agreement as breached and pursue any remedies at law or in equity, or both.

9. DATA/ACCESS/CONFIDENTIALITY/PRESERVATION.

9.1 As used in this Agreement, the word "data" shall mean all information and things received or obtained during the performance of, or activities developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulas, spreadsheets, charts, sound recordings, video recordings, reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, e-mails, memoranda, papers, and documents, all whether completed or unfinished.

9.2 All data and any property which has been received from the State or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

9.3 Confidentiality of data shall be governed by N.H. RSA chapter 91-A or other existing law. Disclosure of data requires prior written approval of the State.

10. TERMINATION. In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall deliver to the Contracting Officer, not later than fifteen (15) days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. The form, subject matter, content, and number of copies of the Termination Report shall be identical to those of any Final Report described in the attached EXHIBIT A.

11. CONTRACTOR'S RELATION TO THE STATE. In the performance of this Agreement the Contractor shall in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, salaries, compensation or other emoluments provided by the State to its employees.

12. ASSIGNMENT/DELEGATION/SUBCONTRACTS. The Contractor shall not assign, or otherwise transfer any interest in this Agreement, without the prior written notice and consent of the State. Portions of the Services shall be subcontracted by the Contractor without the prior written notice and consent of the State.

13. INDEMNIFICATION. The Contractor shall defend, indemnify and hold harmless the State, its officers and employees, from and against any and all losses suffered by the State, its officers and employees, and any and all claims, damages, penalties asserted against the State, its officers and employees, by or on behalf of any person, on account of, based or resulting from, arising out of (or which may be claimed to arise out of) the acts or omissions of the Contractor. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

14. INSURANCE.

14.1 The Contractor shall, at its sole expense, obtain and maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

- 14.1.1 comprehensive general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate; and
 - 14.1.2 special cause of loss coverage form covering all property subject to subparagraph 9.2 herein, in an amount not less than 80% of the whole replacement value of the property.
- 14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

Contractor Initials _____
Date _____

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or his or her successor, a certificate(s) of insurance for all insurance required under this Agreement. Contractor shall also furnish to the Contracting Officer identified in block 1.9, or his or her successor, certificate(s) of insurance for all renewal(s) of insurance required under this Agreement no later than thirty (30) days prior to the expiration date of each of the insurance policies. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference. Each certificate(s) of insurance shall contain a clause requiring the insurer to provide the Contracting Officer identified in block 1.9, or his or her successor, no less than thirty (30) days prior written notice of cancellation or modification of the policy.

15. WORKERS' COMPENSATION.

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A ("*Workers' Compensation*").

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. Contractor shall furnish the Contracting Officer identified in block 1.9, or his or her successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of Services under this Agreement.

16. WAIVER OF BREACH. No failure by the Contractor to enforce any provisions hereof shall constitute an Event of Default. All such failure shall be deemed a waiver of its right to enforce each and all of the provisions hereof, with respect to that Event of Default, or any subsequent Event of Default. No express failure to enforce any provision hereof shall be deemed a waiver of the right to enforce each and all of the provisions hereof, with respect to any other Event of Default or any subsequent Event of Default.

17. **NOTICE.** Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of its receipt by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

18. AMENDMENT. This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire unless no

such approval is required under the circumstances pursuant to State law, rule or policy.

19. CONSTRUCTION OF AGREEMENT AND TERMS.

This Agreement shall be construed in accordance with the laws of the State of New Hampshire, and is binding upon and inures to the benefit of the parties and their respective successors and assigns. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party.

20. THIRD PARTIES. The parties hereto do not intend to benefit any third parties and this Agreement shall not be construed to confer any such benefit.

21. HEADINGS. The headings throughout this Agreement are for reference purposes only. The words contained therein shall in no way be held to limit, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

22. SPECIAL PROVISIONS. All provisions set forth in the General Conditions are incorporated herein by reference.

23. SEVERABILITY. In the event any of the provisions of this Agreement is held by a court of competent jurisdiction to be contrary to applicable state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

24. ENTIRE AGREEMENT. This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire Agreement and understanding between the parties, and supersedes all prior Agreements and understandings relating hereto.

Contractor Initials _____
Date _____

State of New Hampshire
Department of State

CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that [REDACTED] is a New Hampshire trade name registered on March 29, 2007 and that [REDACTED] INC. presently own(s) this trade name. I further certify that it is in good standing as far as this office is concerned, having paid the fees required by law.

Sample Certificate of Good Standing



In TESTIMONY WHEREOF, I hereto set my hand and cause to be affixed the Seal of the State of New Hampshire, this 15th day of April, A.D. 2015

William M. Gardner
William M. Gardner
Secretary of State



CERTIFICATE OF LIABILITY INSURANCE


JOHNSNO-01 DMEANEY

DATE (MM/DD/YYYY)

9/11/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER Mason & Mason Technology Insurance Services, Inc. 458 South Ave. Whitman, MA 02382	CONTACT NAME: Judy Yeary PHONE (A/C, No, Ext): (781) 447-5531 FAX (A/C, No): (781) 447-7230 E-MAIL ADDRESS: info@masoninsure.com
INSURED 	INSURER(S) AFFORDING COVERAGE INSURER A: Federal Insurance Company NAIC # 20281 INSURER B: Executive Risk Indemnity NAIC # 181 INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** **REVISION:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED BY THE ISSUING INSURER(S) FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENTATION WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXPI (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		35873320	09/09/2015	09/09/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		73546634	09/09/2015	09/09/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB CLAIMS-MADE		73546634	09/09/2015	09/09/2016	EACH OCCURRENCE \$ 20,000,000 AGGREGATE \$ 20,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY <input checked="" type="checkbox"/> ANY PROPRIETOR/PARTNER/EXEC OFFICER/MEMBER EXCLUDED (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATION:		71733182	09/09/2015	09/09/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	<input checked="" type="checkbox"/> ERRORS & OMISSIONS RETENTION \$ 10.00		82120859	09/09/2015	09/09/2016	EACH OCC/GEN AGG \$ 1,000,000
A	<input checked="" type="checkbox"/> DIRECTORS & OFFICERS		81595534	11/09/2014	11/09/2015	EACH OCC/GEN AGG \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 It is hereby acknowledged and agreed that NH Department of Health and Human Services is included as an additional insured as respects general liability as required by written contract per the terms and conditions of the policy.

CERTIFICATE HOLDER NH Department of Health and Human Services 129 Pleasant Street Concord, NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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ACORD 25 (2014/01)

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Certificate of Authority # 1

(Corporation or LLC - Non-specific, open-ended)

Corporate Resolution

I, _____, hereby certify that I am duly elected _____ Secretary of
(Name)
_____. I hereby certify the following is a _____ of a vote taken at
(Name of Corporation or LLC)

a meeting of the Board of Directors/shareholders, duly _____ and held on _____, 20____
at which a quorum of the Directors/shareholders _____ present and voting.

VOTED: That _____ (may list more than one person) is
(Name of Person)
duly authorized to execute _____ contracts or agreements on behalf of

_____ with the State of New Hampshire and any of
(Name of Corporation or LLC)

its agencies or departments and further is authorized to execute any
_____ agreements which may in his/her judgment be desirable or necessary to effect
the purpose of this vote.

I hereby certify that said vote has not been amended or repealed and remains in full
force and effect as of the date of the contract to which this certificate is attached. I further
certify that it is understood that the State of New Hampshire will rely on this certificate as
evidence that the person(s) listed above currently occupy the position(s) indicated and that
they have full authority to bind the corporation. To the extent that there are any limits on the
authority of any listed individual to bind the corporation in contracts with the State of New
Hampshire, all such limitations are expressly stated herein.

DATED: _____

ATTEST: _____

(Name & Title)

Certificate of Authority

I, John Doe, Clerk/Secretary of ABC Inc. do hereby certify that:

- (1) I maintain and have custody of and am familiar with the seal and minute books of the corporation;
- (2) I am authorized to issue certificates with respect to the contents of such books and to affix such seal to such certificate;
- (3) The following (is a) (are) true and complete cop(y)(ies) of the resolution(s) adopted by the board of directors of the corporation at a meeting of that board on March 15, 2013, which meeting was held in accordance with the law of the state of incorporation and the by-laws of the corporation:

That: ABC, Inc. will enter into a contract with the NH Department of Education to provide ~~and~~ and training services to out of school youth. This resolution shall remain in effect until specifically rescinded.

That: ABC, Inc. Board of Directors has named Jane Doe as having authority to ~~enter~~ a contract with the New Hampshire Department of Education.

- (4) The following is a true and complete copy of a by-law adopted by a (shareholder)(organizational) meeting on 20
- (5) The foregoing resolution(s) and by-law are in full force and effect, ~~unamended~~, as of the date hereof; and
- (6) The following person(s) lawfully occupy the office indicated below:

Jane Doe President
Jane Doe CEO
John Smith Vice President
John Doe Secretary
John Doe Treasurer

IN WITNESS WHEREOF, I have hereunto set my hand as the Clerk/Secretary of the Corporation this _____ day of _____, 20_____.

(Corporate Seal if any)

Clerk/Secretary

(If the corporation has no seal, the Clerk/Secretary shall acknowledge the certificate before an authorized officer below)

STATE OF NEW HAMPSHIRE

COUNTY OF _____

On _____, 20____, before the undersigned officer personally appeared the person identified in the foregoing certificate, know to me (or satisfactorily proven) to be the Clerk/Secretary of the corporation identified in the foregoing certificate, and acknowledge that he executed the foregoing certificate.

In witness whereof I hereunto set my hand and official seal.

Notary Public/Justice of the Peace