State Responses to BAE-RFP-2023-001 Adult Education & Literacy Activities
Posted on February 21, 2023

Section	Submitted Question	State Response
Title Page	Correction needed for performance period start date on cover page	This was corrected in Addendum 1 posted on January 23, 2023 by replacing "July 1, 2024" with "July 1, 2023".
Section 1.2 Schedule Section 4.4 Mandatory Vendor Conference	When is the Vendor Conference?	See Section 1.2 for the schedule and Section 4.4 for information on the Vendor Conference.
Section 3.1, page 8, first paragraph	"The expectation is if there is more than one individual providers within each region that they will coordinate their services, over the course of this contract period, to meet regional needs through flexible delivery systems including off-site tutoring and distance learning options;" **Does this mean that more than one program providing the same services will not be funded?**	As stated in Section 5.5.2, the State "prefers that each region have one comprehensive adult education center providing access to services for all educational functioning levels except in the Manchester region."
Section 3.1, page 8, fourth paragraph	"it is recommended that providers have excellent hiring practices and evaluate teacher effectiveness using the Adult Education Teacher Competencies." **Please confirm that this is a recommendation, not a requirement. If a requirement, what will the process be for adopting and implementing the Adult Education Teacher Competencies?**	Section 3.1 states that this is a recommendation.
Section 3.1, page 9	Under #9, there is mention of delivery of instruction by staff, "who meet any minimum qualifications	These are the considerations listed in WIOA Section 233 that a State needs to make when awarding grants.

	established by the State." Do these exist and where do we find them?	All qualifications for staff are listed in this RFP.
Section 3.1, page 9	In item #12, providers must "maintain a high-quality information management system..." Does LACES fulfill this requirement?	In Section 5.4.9, it is noted that the reporting system will be provided by the State and the current system is LiteracyPro's LACES.
Section 3.2, page 10 Section 5.4.3, page 34	"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" "All programs are expected to provide in-person instructional delivery that may also include hybrid or hyflex options" - should all programs offer online programs, or is in-person the only absolute requirement?	All AEL programs must offer in-person and distance learning options. The definition of distance learning can be found in Appendix A: NH Data & Assessment Policy. As stated in Section 5.4.3, the program must have a delivery method, location and schedule that enable individuals to attend and complete programs.
Section 3.3.1, page 10	Please confirm that Integrated Education & Training and Integrated English Literacy & Civics Education programs are not included in this RFP.	As amended in Section 2.2, "a separate competition will be conducted for Integrated Education & Training and for Integrated English Literacy and Civics Education programs.
Section 3.3.4, page 11	". . . or State *of* local income-based public assistance; *or* is in a family with total family income that does not exceed the higher of-" **There appears to be a typo and/or grammatical error. I believe the two highlight spots should have the word or in them.**	This has been corrected in Addendum 2 to read: "or State or local-income based public assistance; (ii) is in a family with total family income that does not exceed the higher of – See also Appendix E – WIOA Glossary
Section 3.3.3 Individual with Barrier to Employment	On page 11 - found under 3.3.3 Individual with a Barrier to Employment - letter N - states, " Such other groups as the Governor of New Hampshire determine	The definition is from WIOA, Title 1, Section 3(24) and has not changed.

	to have barriers to Employment." -
	  1. What are the specific categories or elements that can fall under this category?
	  2. Is this a new addition since the last rfp?
	  3. How/When would this be communicated to program centers?
		Any designated groups would be identified in the NH State Combined Work Plan.
		
		If any designated groups should be identified, the NH Works system will provide resources and training for all core partners.

Section 3.4.2, page 13	Could you give further clarification of the footnote 9 ? Our practice is to work with schools to develop Alternative Learning Plan that identifies our program as the source for academic instruction and the HiSET as the goal.	Eligibility for WIOA funded programs specifically state that a student must not be enrolled in school or required to be enrolled in school. Because New Hampshire has a compulsory attendance law that requires students to remain enrolled until the age of 18, those students are not eligible for the Adult Education & Literacy (AEL) Activity program. RSA 193:1 does allow for an exemption from compulsory attendance for students with an alternative learning plan or participation in the education freedom account. For the purposes of eligibility for AEL, these students are considered to still be enrolled in a secondary school program.

Section 3.4.7 Additional Requirements	The response rate for follow up must be 75% including those collected through data matching and/or follow up surveys."
	  1. When will the social security number data matching begin to occur to assist program centers in reaching this requirement.
	  2. How and when do we know the results from the data matching ?
		Data matching will begin when the Department of Employment Security, Department of Education and the Attorney General's office can come to an agreement that meets the needs of each program.
		
		Currently, NH RSA 282-A:18 only allows sharing data in the aggregate. It is unlikely that local programs will be able to see the individual results from the data

		matching, but will have access to the statewide aggregate data.
Section 3.5, page 20	For a statewide online program, do you think StAR would be a viable option?	It is the responsibility of the Proposer to submit a Proposal that meets the requirements outlined in the RFP.
Section 3.6.2, page 20	What is the state looking for under the statewide application on page 20? There is no description as to what the state is looking for under the 100K request	Content specific questions and considerations for scoring can be found in each part of Section 5 for the Statewide program. Attachment 2B also includes the application questions.
Section 4.2	"Proposals may be submitted by either U.S. Mail or In Person." **Please confirm that email submissions are not allowed.** Can we submit electronically?	This has been revised in Addendum 2 to the following: Proposals submitted in response to this RFP must be received by the Bureau of Adult Education, no later than the time and date specified in the Schedule section, herein. Proposals may be submitted electronically or by either U.S. Mail or In Person. Proposals must be addressed to: State of New Hampshire Department of Education Bureau of Adult Education 21 South Fruit Street, Suite 20 Concord, NH 03301 AdultEd@doe.nh.gov Proposals must be clearly marked as follows: STATE OF NEW HAMPSHIRE RESPONSE TO RFP BAE-2023-001 WIOA Adult Education & Literacy Activity

Section 4.4	"Tuesday, January 31, 2023, from 9:00 am until Noon" **Should read 9-11**	Section 4.4 designates that the Vendor Conference shall be from 9:00 am until Noon.
Section 4.4	This is my first time through this. Is it accurate to say that this meeting/RFP covers just AEL? There will be a separate meeting/RFP for IET, then another for IELCE. And not one for ADP since it is state-funded.	Yes, this vendor conference and BAE-RFP-2023-001 is for Adult Education & Literacy Activities under WIOA only. There will be a separate RFP for IET and IELCE as indicated in Section 2.2. There will be a separate RFP for the Adult Diploma Program which is not funded under WIOA.
Section 5.1	• Attachment 2 – WIOA Adult Education and Literacy Program (AEL) Application a. Organizational Capacity b. Adult Education and Literacy Program Application • Attachment 2A – WIOA Adult Education and Literacy Program (AEL) including Corrections Education Application a. Organizational Capacity b. ==Adult Education and Literacy Program (AEL including Corrections Education Application== • Attachment 2B – WIOA Adult Education and Literacy Program (AEL) Statewide Application a. Organizational Capacity b. ==Adult Education and Literacy Program (AEL including Corrections Education Application== **Should the second and third bullets have different applications?**	As indicated in Section 5.1, the proposal should include **one** of the following: • Attachment 2 AEL • Attachment 2A AEL including Corrections • Attachment 2B AEL for Statewide All three attachment applications contain two worksheets to be completed: 1. Organizational Capacity 2. AEL application with all questions
Section 5.1, page 25	Can you go back to the slide reference statewide programs? It appears that	There is only one statewide option that must be fully remote. Regional programs

	there are two options, statewide online and solely online programs.	must include in-person options as described in Section 5.4.3.
Section 5.1, page 25	If we are not requesting funding for corrections, do we need to use the AEL plus Corrections app?	If you are providing services under WIOA in a correctional facility and will be tracking data on participants in that program, then you need to use the AEL with Corrections application (Attachment 2A). If you are providing services in a correctional facility using other funding and will not be tracking the data in the statewide adult education system, then please use the AEL application (Attachment 2).
Section 5.4.3	The program must have a delivery method, location and schedule that enable individuals to attend and complete programs. • ==All programs are expected to offer year-round programming,== schedules may include short breaks between course sessions. **This is a change, correct? Previously year-round programming was required in each region.**	Yes, this performance period requires that all programs offer year-round programming.
Section 5.4.3	All programs are expected to provide in-person instructional delivery that may also include hybrid or hyflex options. • ==Only a statewide program may offer 100% online services.== Awards for statewide programs may be limited based on EFL levels provided.	Applications for AEL and AEL in Corrections should include in-person instruction but may be combined with hybrid or hyflex options. It may be appropriate, on occasion, for a specific class to be provided in an online format only. Applicants should also consider that temporary remote instruction may also be required depending on a variety of factors including inclement weather or

| | **Does this mean a program may not include entirely remote services and as a part of their programming? Or that a program may not offer online services exclusively?** | continuing health/safety concerns.

The State's intention is to provide a statewide program that is exclusively remote as an option for participants who cannot attend in person. It is not cost-effective to have multiple regional programs also providing 100% online services as well. |
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| Section 5.4.3 | Clarification on the Statewide 100k monies. Is this intended to replace local ABE and ESL program online offerings? | There are not currently any AEL programs approved to provide 100% online services except for ESL for Families funding under an ESSER III grant.

The purpose of the Statewide online program is to meet an identified need during the pandemic. It is not cost effective for multiple programs to be 100% online since students may attend from anywhere in the state. AEL programs may continue to provide a combination of in-person, hybrid and hyflex delivery options and if appropriate a specific class may be provided exclusively online. |
| Section 5.4.3 | How does the statewide 100K monies impact essential ed, burlington english and aztec, etc…

Many teachers use essential ed, burlington english and aztec, etc as a supplement to support increased student instructional hours and program intensity and those students are still on campus and not remote. | It does not. Funding for those statewide licenses has been budgeted separately.

Only using of distance learning software with participants does not constitute an online program, there are other instructional requirements that must be met. |
| Section 5.4.4, Page 53 | Does the 5% cap on Admin expenses apply to 100% of request or just the 30% that comes from federal funds? | The 5% cap applies to federal funding. |

		The calculation in Attachment 3 is based on the total grant amount. Budget may need to be adjusted during the contract negotiation phase when the actual amount of available funding is known.
Section 5.5, page 50	Is version 2 of the budget worksheet currently posted?	Attachment 3 Budget Worksheet V2 is posted with Addendum 2.
Section 5.5.4.6 Property, page 56	What's the process to acquire laptops or desktop computers?	The Bureau of Adult Education made a substantial investment in computers in FY22. Those devices will be redistributed to successful bidders. The proposed budget may include laptops or desktop computers.
Section 5.5.2 page 51	If there are no consortia in a region with established centers; please explain the decision making process for the funding possibilities of the centers when "it is preferred that each region have one comprehensive adult education center." Excluding the Manchester Region - page 51	The decision making process will be done during the contract negotiation phase and based on available funding, the proposed services (to ensure access to all EFL levels), proposed target enrollment numbers, past effectiveness and the proposed budget.
Section 5.5.3	Part 1 – Base Funding set at $60,000 per Region **How was this figure determined?**	The base funding amount is based on best practices from other states to minimize the impact of changing demographics. This funding replaces sustainability funding from the previous performance period and is similar to the base allotment to States from OCTAE.
Section 5.5.4, page 57	It states a maximum of 10% for non-profit organizations for the indirect cost rate. Is our agency allowed to use 10% in its application even though the NHED has calculated a lower indirect rate for our agency?	The 10% is a cap established by the Governor & Council to be used for any agency without an assigned rate. The NHED is required to provide rates for LEAs and Ras that regularly do business with the Department.

Section 5.5 Budget Attachment 3	Can adult education funds be used for tuition for staff pursuing a Master's Degree? Is there a list of accepted degrees available?	There is nothing that prohibits the use of adult education funding for staff tuition, however, please note that those funds are considered Administrative Costs under the Uniform Guidance and are subject to the 5% cost limitation (see Section 5.5.4.1). There is not a list of accepted degrees however all costs associated with funding under this RFP must support the purpose of WIOA, Title II.
Section 5.5 Budget Attachment 3	Do we apply for what we feel we need without an amount already provided?	See Section 5.5.2 FY24 Funding Formula and Appendix F: Funding Formula Explanation for Estimate FY24 Regional Totals.
Section 5.5.7	"All grantees will be required to submit an annual report of the cash and in-kind contributions by September 30th following the end of the fiscal year. For example, the FY24 local match report will be due on September 30, 2024." **Section 5.4.10 indicates that programs must be fully functional by September 5. 2024. The program year begins on July 1. If matching reports are due on September 30, there will potentially be as little as 3 weeks and a max of 3 months to report on. What is the time period on which matching reports will be based?** Will there be a matching report due on September 30, 2023 and for what period will it apply?	Section 5.4.10 states that programs must be fully functional by September 5, 2023. FY24 starts on July 1, 2023 and ends on June 30, 2024. As stated in Section 5.5.7, the FY24 Cash & In-Kind annual report is due on September 30, 2024 and will cover previous fiscal year (FY24). The matching report due on September 30, 2023 is for the period of July 1, 2022 through June 30, 2023 and is part of the end of year requirements from the previous contract period.

Section 6.1	"For regions that have a higher percentage of eligible individuals, the Agency may fund multiple programs to ensure that services are available for those in need." **How will the percentage of eligible individuals be calculated in this case?**	The higher percentage is determined in comparison to the rest of the state. Those percentages are available in Appendix F in the charts for Part 2 and Part 3 of the funding formula.
Appendix B	Last cycle the regions were defined differently and funding could be applied for through more than one. Border towns have students from multiple regions. Why has this changed? Can you apply for more than one region?	The regions designated in Appendix B have not changed. An applicant may submit a separate application for multiple regions, but must intend to serve the whole region.
Appendix F: Funding Formula Explanation	There is an error on page 77, this is not the information for my region from Table S1501.	On page 77, the table reference should have been table B15001 not S1501. This has been corrected in Addendum 2. The purpose of reporting regional census data is to determine the distribution of potential participants across the state and award funding based on that distribution. The raw data table will be posted as an attachment to Addendum 2.
Appendix F	**Why is the total available funding for programs in 2024 $263,711 less than in 2021 ($3,005,000 vs. $3,268,711)?**	The funding formula for FY21 from the last competition included funding for IET and IELCE. The $264,000 has been reserved for the IET/IELCE competition.
Appendix F	**Is the number of students served in a region considered in the funding formula?**	The number of students served is not a separate consideration. The full-time equivalent is used instead because it is based on instructional time.

Appendix F	Total population doesn't appear to match ACS population data .. total population as if 2020 is 1,377,529. Further how is total regional population data determined? Salem population alone is higher than 18,542. And why is almost half of population assigned as undesignated?	US Census data is collected each year to reflect changes and shifts in demographic data. The data used is from the 2021 American Community Survey Table B15001. This table uses "place" as a designation and does not report on all cities and towns in New Hampshire. See next question for explanation of "place" in US Census Data.
Appendix F Part 2 – Funding based on Percent of Potential Participants	**What are Undesignated Areas? Why do they comprise nearly half of the total population of the state and contain nearly half of the barriers?** **How will the students in undesignated areas be served and how will programs receive funds to serve those students?**	Undesignated areas is the difference between the State total and the total of all "places". "Place" has a specific definition under the US Census. Not all places appear in the Census Bureau data for a variety of reasons. Place provides more detail than county and is more easily aligned with the regions identified in Appendix B. Therefore "place" was used. The overall purpose of collecting the data is to establish a percentage for each region as compared to the total, not to have a specific number.
Appendix F	Please define "place" and "compiled from each town in region" My data is coming from one town in my region as of right now	Please see previous question and response. Data for each region is from multiple "places". See Addendum 2 for census data table.
Appendix F – Part 2, page 77 – 78	**Are those students who have addresses outside of NH?**	No. US Census data is based on residence.

Part 3 – Funding based on Previously Served Participants	Do students that attend one regional center and live in a separate region; count towards the current FY24 formula? And if so, which center? The region that they live in or attend school?	For the purposes of the formula, FTEs are calculated based on attendance in the program by region. Barriers to Employment are calculated on residence. Students have the right to attend any center they choose. During the last contract period, the number of individuals who attended programs in a region other than where they resided was statistically insignificant.
Part 3 – Funding based on Previously Served Participants	Does the FTE equivalent figures on page 78 reflect all students served from the center they attend and is not impacted by where their NH home location is?	The figures reflect all students served in the region. The region may contain more than one center.
Appendix F Part 2 – Funding based on Percent of Potential Participants	**Are barrier counts duplicated? I.e. if one person has three barriers, do they count as 1 or 3?**	Each data point is from a different data table, therefore if one person has three barriers, he/she counts three times.
Appendix F Part 2 – Funding based on Percent of Potential Participants	**Why did the allocation for the part of the formula based on barriers increase from $500,000 in 2021 to $1,300,000 in 2024?**	The State is placing increased value on serving individuals with barriers to employment.
Part 3 – Funding based on Previously Served Participants	**Are hours of service used in the formula based on where a person resides or where that person received services?**	FTEs are calculated using instructional hours from Bureau funded programs in each region over the last period of performance. Therefore it is based on where the services were received.
Part 3 – Funding based on Previously Served Participants	**Why did the value of an FTE change from $550 in 2021 to $279.87 in 2024?**	The cost value of the FTE is calculated by the allocation divided by the total number of FTEs. The value will change depending on the number of

		FTEs and the allocation for that part of the formula.
Part 3 – Funding for Previously Served Participants	**The total amount available for and the value of each FTE have been significantly reduced from 2021 levels. Additionally, the number of FTEs has, in the majority of cases, declined due to the pandemic and slow recovery from it. The value of and total allocation for barriers has significantly increased. The net result of the above changes in the funding formula is to devalue services previously provided in favor of the potential need. What is the intention of the Bureau in swapping the weighting of these two factors?** **Why was the allocation for the part of the formula based on FTEs changed from $2,363,600.62 in 2021 to $750,000 in 2024?**	The number of FTEs has declined dramatically since the beginning of the previous performance period. Basing a larger portion of the allocation on FTEs would result in dramatic fluctuations in the overall regional funding and risk not having eligible applicants or applicants unable to provide the required services. The increased emphasis on allocating funding where the need is the greatest is aligned with other federal funding projects.
Attachment 1 Demonstrated Effectiveness	Where do we obtain the reading, Writing Math and English language	See Section 5.2.4 Source of Data. If the Applicant was previously funded under WIOA Title II, the data must be performance data submitted to the Bureau of Adult Education under section 116. For applicants not previously funded under WIOA Title II, the data from some other audited source such as NH Employment Security, NH Department of Health & Human Services or the NH WIOA Adult program is preferred, but not required.

Attachment 3 Budget Worksheets	The drop down box is showing previous period amounts.	A corrected Attachment 3 Budget Worksheet V2 is in Addendum 2.
Attachment 4	Will you need a separate original set of attachments for each program within our agency (SNHS)?	Please submit a separate proposal for each region where programming is proposed.
Attachment 4	The instructions reference 5.8.3 for IELCE option. For those who serve English language learners is there another form we should complete.	Please remove item #7 from Attachment 4. It is not applicable to this RFP. As referenced in Addendum 2, the IELCE program will be competed separately.
Addendum 2	Will all corrections appear in this Addendum?	Yes. Any changes as of the date of release will be included. Please check the NHED's Division of Learner Support, Grants & Funding Opportunities page for updates.