

QUESTIONS AND ANSWERS RELATED TO THE RFP (February 9, 2015):

Is there an ideal number of class hours that you expect for the program, or a ballpark range of class hours? 10 hours/week, 15 hours, 20?

The program should provide sufficient intensity and duration of classes for learners to make Educational Functioning Level advancements within the time frame. Since the adult learners will have full time jobs with long work hours, designing a schedule may be challenging.

Do you envision a particular breakdown for the total class hours with regard to GED and contextualized ESOL? (for instance, do you expect it to be 50-50, or more GED, or more contextualized ESOL?)

The breakdown between the Spanish GED class and the contextualized ESOL class will depend on the number of students who are recruited to participate. RIDE is aware of the need for the Spanish GED class due to the proposed regulation requiring early childhood providers to have a high school diploma or equivalency within four years. The contextualized ESOL class is taken on a voluntary basis by those who already possess a high school diploma or equivalency but need to improve their English language skills, especially in the field of early childhood education.

There are several positions listed on the budget sheet, including instructor, case manager, director, etc. We would like to include a couple of other staff positions. Is it ok to add additional positions? (for instance, our job developer and childcare administrator)

The positions listed on the budget sheet were there as some examples of allowable positions. The program may add staff positions that they feel are necessary for the success of the pilot. However, the participants in this pilot will be employed as early childhood providers and obtaining employment is not an outcome for this pilot.

Are classes expected to be up and running with a March 1 start date?

Yes, it is expected that the program will begin recruiting and running classes as soon as possible.

Taking into consideration learners' availability during the summer, would it be acceptable to schedule a break or different schedule of classes during the summer months?

Scheduling will be dependent on the participants' abilities to attend classes in addition to their full time jobs, whether in the summer or not.

Would a two-year extension be to continue to work with the same cohort of learners, or with different learners?

It is expected that enough participants will be recruited to fill the class. As participants complete the GED and leave the program, new participants should be recruited to fill the empty slots.

Does Prairie Avenue count as within the Elmwood neighborhood?

The lower part of Prairie is closer to Elmwood than the northern part of Prairie which is south Providence.

Could you provide guidance about the kind of wrap around services that would be expected?

The RFP states that case management support can be provided as part of this grant.

Would the following be allowable expenses:

- the cost of child care for learners during class?
- vouchers for the cost of the practice tests and GED exams?
- the cost of refreshments?

Allowable expenses would include child care and vouchers for GED practice and official tests. Food and refreshments are not an allowable expense.

What would qualify as an 'onsite early learning center'? Would the children's section of a public library be considered an onsite early learning center?

The children's section of the library is not considered an "onsite early learning center."

Could you clarify the expected use of the onsite early learning center? Would this primarily be for childcare for the learners during class time? Would this be for hands on, contextualized learning activities?

The early learning center can be used for both purposes.

Is the cohort of learners working on their Spanish GEDs expected to be cross-enrolled in ESOL classes simultaneously? Or can there be two learner cohorts: Spanish GED and ESOL depending on learners' level and need, with overlap?

The pilot should consist of two learner cohorts: Spanish GED, and contextualized ESOL (for those who have a high school diploma or equivalency).

Is the only outcome measure for the Spanish GED cohort completion of GED subject exams? Is there another instrument to measure learning gains for this cohort? Are Spanish GED learners expected to demonstrate EFL outcomes?

Spanish GED participants do not need to demonstrate EFL outcomes. Their learning gains may be measured with GED Ready (practice test) results. Workbook chapter tests may be an alternative as well.