

April 3, 2018 RFP Bidders Conference Q&A

Question	Response
<p>1.</p> <p>Can a lead agency partner with other organizations?</p>	<p>If you are a lead agency, you <u>cannot</u> be a “partner”/member in other consortiums. (We may use the word “partner” or “member” to define entities <u>within</u> a consortium.)</p> <p>A lead agency may have agreements for referrals with other agencies and provide other services, but they must be outside of a consortium model.</p> <p><i>POST BIDDERS CONFERENCE DECISION:</i> <i>Because RIDE is promoting RI-BEST models, a college will be allowed to enter into a consortium with an adult education lead organization for the purposes of RI-BEST. The college may also submit an application as an “Institution of Higher Education” with (or without) employer partners and be the lead agency.</i></p>
<p>2. scenarios</p> <p>LEA that may be the lead</p> <p>LEA with a CBO but partnering with a college (but cannot enter into a consortium)</p> <p>ESL and citizenship, might be a partnership but not a consortium</p>	<p>If an agency is the lead agency in a consortium, as has been stated, that agency may not be a partner in another consortium. It may have a mutual agreement with a college, for example, but cannot be in a consortium with that college. (See Question 1 Decision.)</p> <p>We encourage programs to work together and refer students to each other, but that does not make them a consortium.</p> <p>However, caution about the word “partnership” (WIOA definition). “Partnership,” as defined by WIOA, refers to a partnership between an eligible agency and an employer.</p>
<p>3. If you are part of a consortium but would like to coordinate or partner with other agencies on other levels or through other activities such as RI-</p>	<p>A program that is a member of a consortium, but not the lead agency, may also be a member of other consortia, but not the lead. The consortium lead agency will define the roles and</p>

<p>Best, how will programs reference this in the RFP?</p> <p>Define “work with” versus “partner with” to advance certain goals</p>	<p>responsibilities of the collaborating agency within the application. (See Question 1 Decision.)</p> <p>Working with another agency does not necessarily imply a consortium model. Partnering with another agency implies a consortium.</p>
<p>4. What if we apply as a lead agency for a particular level, for example ESL, but I do not excel at ABE, GED. I might need to work with another agency that does excel in those areas, but it might not be possible to create a formal consortium.</p> <p>If we take partnership language off the table, how do I segregate my services to the ones I do best, while allowing my space to be used by someone who may have strengths in an area.</p>	<p>If a formal consortium cannot be created, then the next best alternative is to create agreements for referrals so that the ABE/GED students may be served by another agency.</p> <p>Allowing space to be used by other agencies can be part of the mutual agreement between agencies that do not need to be in a consortium.</p>
<p>5. Example:</p> <p>EBCAP might want to be the lead as a consortium but Providence is outside of our area, how can we deliver literacy volunteers as part of a consortium in other geographical areas without money coming in.</p>	<p>The consortium in Providence would need to request the literacy volunteer services. If the literacy agency is merged with the lead agency (EBCAP) then formally that lead agency cannot be a member/partner with another consortium. However, this does not prevent services from being requested or delivered, but these must be done as an agreement <i>outside</i> of a consortium.</p>
<p>6.</p> <p>The priorities listed on the first page have numbers, the priorities listed on the subsequent page do not have numbers.</p> <p>Are they equal value priorities?</p> <p>If you are looking at RI-Best planning, would that be considered a consortium, even though it is part of the planning only?</p>	<p>The subsequent page contains optional priorities - they are not required, so they are not numbered.</p> <p>Programs must choose <u>at least</u> one of the required priorities and may choose any number of optional priorities. There is no “value” associated with these priorities. They need to align with the students’ needs and goals and the program’s ability to meet those needs.</p> <p>The program could apply as a consortium and partner with a college – for the RI-BEST model, this is necessary and recommended. However, remember the guidance that lead agencies cannot be partners in another consortium.</p>

	[See Question 1 Decision (for colleges only)]
<p>7. Is RI-Best planning for 1 year?</p>	<p>All budget projections are for 1 year.</p> <p>We would expect that programs would engage in RI-BEST implementation following a year of RI-Best planning.</p>
<p>8. Capacity question</p> <p>3 priorities: 1 priority is GED plus</p> <p>If an agency applies for the ABE If a consortium is put together for ABE or GED but no one else applies for it and the lead agency does not have capacity to provide such, what happens to the students not served?</p> <p>There are a couple of ways to approach the RFP</p> <p>A specific area or a general response.</p>	<p>Adult Education activities include all students – from the lowest to highest levels. It is the assumed reason why people come to adult education programs that they come to improve basic skills.</p> <p>The priorities in the 2018 RFP wrap the federal and state priorities in a way you can point to. They are a way for programs to write to their priorities in the narrative. They cannot determine who is going to walk in the door.</p> <p>You want to use your past student records/students served/past history. Project forward, choose the priorities that best fit and write the narrative to support that.</p>
<p>9. Performance history</p> <p>How can we obtain our test scores from 5-6 years ago when we were previously funded by RIDE funds?</p> <p>Is there another mechanism to obtain this history?</p>	<p>The records can be accessed through the database but the program still needs to report the last 3 years of outcome data.</p> <p>The standardized assessment used needs to be in the detail at the bottom of Appendix C.</p> <p>If a program does not have such data available, it can also form a consortium with an entity that does have the last 3 years of outcome data.</p>
<p>10. The Executive summary has a maximum of 2 pages. Are the other components of Section A, Past Effectiveness and Indicators of Regional Need, included in the 2 page maximum?</p>	<p>No. Only the executive summary is a maximum of 2 pages, and that is part of the 30 page maximum.</p>
11.	

<p>Can a chart that is embedded in the narrative have a 10 point font?</p>	<p>Yes. We would accept that. Programs can also reference Appendix C in the Narrative without repeating all of the data in that Appendix.</p>
<p>12. I noted that the 2017-2018 data was not part of the 3 year past effectiveness. Can that be included in the submission?</p>	<p>Yes, it can be included, but 2017-2018 data is optional. Applicants must include the past 3 <u>full</u> years of performance data</p>
<p>13. 2016-17 employment outcome data is not available on CALIS. How would we report that?</p>	<p>Programs must use 2016-2017 data that they have in-house to report past effectiveness.</p>
<p>14. Can you use Real Pathways funds as a match for this grant?</p>	<p>Programs should always check with the funder agency about the use of its funds for non-federal matching purposes.</p>
<p>15. Is it allowed to using dual language / bilingual instruction and materials, a method which is considered best practice for low level learners.</p>	<p>According to WIOA, federal funds are to be used to “assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills <i>in English</i> and mathematical skills...” (our italics). It is our opinion that <u>bilingual</u> materials are acceptable (bilingual dictionaries, for example) and that some translation may occur in the classroom when necessary. However, it should be noted that the goal of instruction is to improve English language skills, so the majority of “teacher talk” should be in English. In addition, unless the teacher can speak the languages of all students in the classroom, translating for just one population is discriminatory to other language groups.</p>
<p>16. Real Pathways</p>	

<p>If we are receiving RP for a cohort of students, does that make a program ineligible?</p>	<p>The quick answer is no. A program would still be eligible but it must track these students separately since there are 2 separate funding sources.</p>
<p>17. Required appendices</p> <p>Under each one of the boxes there is a list of things that are required. Are they required to be addressed in the narrative, or must the actual documents must be pulled out and attached? For example, census data.</p> <p>Do you want the citation as part of the appendices?</p> <p>Do you require MLA or APA citations?</p> <p>Parenthetical citation, do you want a footnote?</p>	<p>It is a combination of both. You will discuss the information in the narrative response but also attach the documentation to support this detail.</p> <p>An applicant should quote the census data and then pull a page from the source for backup documentation.</p> <p>Applicants should write to the need and then include documentation, for example, pertinent pages from the American Fact Finder or Kids Count as evidence.</p> <p>Some of the evidence might require a list that is generated by the program to support the narrative.</p> <p>Citations can be in text, parenthetical – no footnotes necessary. No particular style required.</p>
<p>19.</p> <p>If you are part of a consortium, how do we submit responses representing all agencies, within the page limitations?</p>	<p>The responses should be submitted for all members of the consortium in one narrative. One agency might focus on one section or another, but in the end, all sections must be completed. All applications are restricted to the 30 page maximum.</p>
<p>20.</p> <p>The quote excerpts, for example WIOA considerations 5,6 and 7.</p> <p>Do we have to be sure we address what is in quotation marks in narrative and upload supporting documentation, or are we just answering the boxes?</p>	<p>If you are answering the detail in the boxes, you should be addressing the quoted considerations from WIOA. If you feel that something from the quotes is missing in the boxes, then include it in your narrative.</p>
<p>21.</p>	

<p>Required documents –one note:</p>	<p>Appendix I, the Interagency Agreement must be submitted for consortium applications.</p>
<p>22.</p> <p>Are all members required to be included on the intent to apply form?</p>	<p>No, all consortium members are not required to be determined on the Letter of Intent to apply form.</p>
<p>23.</p> <p>Should we label things as appendices?</p>	<p>There are required Appendices that must be submitted. Appendix A, B, C, D, and J. Appendix I is also required for a consortium application.</p> <p>For the Documentation, use the Headers and Footers as described in the Submission Instructions in the RFP.</p>
<p>24. Clarify separate submissions for uploads.</p>	<p>“Program name: Narrative Response” “Program name: Appendices and Budget” “Program name: Required Documents”</p>
<p>25. Planning for RI-Best</p> <p>How much detail do we need to include in the 30 page narrative submission?</p> <p>Do we need to include student projections?</p> <p>Will we estimate the number of hours to include in the Narrative?</p>	<p>Put your best resources in the writing of the narrative</p> <p>The program must include future enrollment projections in Section D. The number of hours is not required.</p>
<p>26.</p> <p>Will the currently funded programs have a break for the quarterly narrative report deadline?</p>	<p>The third quarter report deadline will be extended to May 4, 2018.</p>
<p>27.</p> <p>Can SNAP be used as match funds once the program receives them for the 20% match?</p>	<p>There are several critical variables to consider.</p> <p>Reimbursed SNAP 50/50 funds used as match must be ;</p>

	<ul style="list-style-type: none"> • Cash in hand and not based on 50/50 funding reimbursement projections; • Verifiable; • Not included as contributions for any other federally assisted project or program; • Necessary and reasonable for proper and efficient accomplishment of project or program objectives; • fairly valuated and the method of valuation documented. • Most be expended within the 1st quarter; and • Must be used to further serve adult learners with significant barriers to employment. In fact, if reimbursed funds are spent on additional E&T programming, they too can generate further reimbursement.
<p>28. Are gift cards allowable?</p>	<p>No. Funds may only be used for reasonable and necessary expenses.</p>
<p>29. Budget narrative Is this the only page required?</p>	<p>Yes, we are looking for one summary page.</p>
<p>30. Can we upload an Excel spreadsheet for the budget in lieu of the budget narrative template provided?</p>	<p>No, the budget narrative template must be submitted.</p>
<p>31. Are stipends for internships allowable?</p>	<p>Stipends are not an allowable expenditure for any activity.</p>

<p>32.</p> <p>With regard to IET and Section C:</p> <p>If a program does not apply under IET but we need to complete section C which has the highest points value, how can they respond to this section?</p> <p>This goes beyond English Language Acquisition.</p>	<p>The consideration ask whether the program’s “activities provide learning in context, including through integrated education and training.” The focus is contextualized instruction, not only IET.</p> <p>In addition, the transition to post-secondary education and workforce preparation activities are components of this consideration. Bottom of page 53 contains a definition of workforce preparation activities.</p> <p>English Language Acquisition programs also lead to postsecondary education, training, or employment. (Priority 3)</p>
<p>33.</p> <p>Project Opportunity and IELCE included in the 30 page limit?</p>	<p>No. Both are optional priorities and would require addendum application submissions. These must accompany a full application submission.</p>
<p>34.</p> <p>Can you describe a Project Opportunity program?</p>	<p>Please refer to the RFP pages 58-66 for a full description of Project Opportunity programs and requirements for the addendum application.</p>
<p>35.</p> <p>Is RI Best also an optional priority? And is it also not part of the 30 page cap?</p>	<p>The RI-Best priority is an optional priority and is not included in the 30 page maximum. A full application is still required for agencies interested in RI-BEST.</p>
<p>36.</p> <p>An individual program may not have any employer partnerships or be part of a consortium. How can they respond to all of the requirements in Section C?</p>	<p>If there are details in the boxes that you cannot answer, you are still eligible to apply.</p>
<p>37.</p> <p>Where can we find the state negotiated targets?</p>	<p>The State proposed targets for Measurable Skill Gains for the next two years have been submitted to the federal office with the WIOA</p>

State Plan Modification. They have not been officially negotiated or approved yet.

The proposed targets for MSG:

2018-2019 = 52%

2019-2020 = 53%

2020-2021 = Not yet determined