

Q & A Program Enhancement Projects for Adult Education (PEP) RFP 2024-2025

Date of Question	Priority Area	Question	Answer
2/23/2024	General	Can an organization submit an application for more than one priority area?	Yes, eligible providers may apply for more than one priority area as appropriate.
2/23/2024	General	If we submit applications for more than one priority area, would the budgets/requests for each of the areas adds up?	Each priority area has a maximum amount but if an entity applies for more than one priority area, the total potential budget would be the total of the amounts requested in each priority area applied for.
2/23/2024	P6 and P7- IELCE	Why is IELCE divided this time?	The rationale for providing IELCE 231 and IELCE 243 funding as separate funds is to provide for additional access to instruction and services to programs that may not be able to offer IELCE+T or for providers that may wish to enhance their services in addition to offering IELCE training options.
2/23/2024	General	Will you be addressing NEDP ?	NEDP is allowable as part of the Distance Learning Priority Area - it no longer has a separate Priority Area
2/23/2024	General	Will a budget template be posted on the website?	All budget templates are linked within the RFP and on the CSDE Adult Education website, https://portal.ct.gov/SDE/Adult-Education/Federal/Federal-Legislation-and-Grants/Documents
2/23/2024	P2-Corrections	Could NEDP be the high school credential in corrections education? You mentioned CDP and GED	NEDP is not offered in Corrections Education - only CDP and GED
2/23/2024	P2-Corrections	Would individuals who have returned from incarceration and are enrolled in a Reentry Welcome Center, but not a correctional facility, be eligible for inclusion in this program?	Corrections education is for criminal offenders who <u>reside</u> in correctional institutions. The term "correctional institution" is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders. [WIOA Sec.225(e)] Other institutionalized individuals are not defined in WIOA, but examples might include persons who <u>reside</u> in facilities operated by a State mental health agency or individuals in <u>civil confinement institutions</u> .
2/23/2024	P3-Family Literacy	Priority area 3: Is there a requirement regarding the number of participants?	No, the budget should reflect the number of program participants to be served and should be sized based on the needs of the students and scope of the program.
2/23/2024	P5- IET	Could funds support credential training?	Under the priority areas specific to training yes.
2/23/2024	P4- Innovation	Could this be a cohort of immigrants who have diplomas or professional credentials from their native countries?	As long as the individuals are eligible to be served, yes.
2/23/2024	P5 and P7 IELCE+ T	Is there a list of nationally recognized credentials? If so where?	Not at the present time. What should be considered is whether the credential to be earned is required for entrance into the profession or whether possession of a credential grants the recipient preferential hiring.
2/23/2024	General	How should collaborating proposals handle creating a budget? Should each collaborating agency or adult education program submit individual budget? OR would there only be one and list the collaborating partners on one	See page 17 in the RFP, which refers to applying as a consortium.
2/23/2024	General	Can funding be used for interpreters outside of ESL classes?	No - interpretation services are only for documents required for access/entrance into adult education.
2/23/2024	General	Are there recommended numbers of participants for the year for this Priority Area?	No, but the budget should accurately reflect the number of students to be served and the number of students should be appropriate for the scope of the activity.
2/23/2024	General	Is there a link to the budget templates within the RFP or is there a separate link on the cede website?	All budget templates are linked within the RFP and on the CSDE Adult Education website, https://portal.ct.gov/SDE/Adult-Education/Federal/Federal-Legislation-and-Grants/Documents
2/23/2024	General	If we are applying as a consortium, can we apply for double or excess funds above the maximum award? The idea being to serve more students with one effective program.	No. Each entity applies for the funds for which it is eligible. If two (or more) providers wish to apply individually and then collaborate that is allowable, but if applying as a consortium the funding is not doubled because there is more than one provider.
2/23/2024	P3- Family Literacy	Our district's Family Resource Network for family literacy collaboration is a full partner, would they now be considered an interagency collaborator and would a letter be required?	Yes, interagency collaboration letters should be included with the application.
2/23/2024	General	Do you want us to include the blank pages with our application for the external evaluator?	No, the internal and external review forms are for your reference only.
2/23/2024	General	Seems that neither the Application Word doc or PDF from the CSDE website include fillable forms. Will that be corrected?	The Word document that is linked on the website is fillable, https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2024-RFPs#Adult

2/26/2024	P-1 CTAVHS	Is CTAVHS funding available to all providers?	This funding is to provide statewide adult virtual credit diploma and GED content. An eligible applicant would need to provide services as CTAVHS currently does which includes creating course content, maintaining a digital platform, awarding credit, etc. This is not for individual programs to apply for funds to provide virtual CDP options for their students.
2/26/2024	P2- Corrections	Is this funding the same as the Nontraditional/Special Populations funding as identified in the current PEP cycle?	No, this is not the same as the Nontraditional/Special Populations grant. That funding is not written into the RFP. For the Corrections funds, a provider must serve the described population. Corrections education is for criminal offenders who reside in correctional institutions. The term "correctional institution" is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders. [WIOA Sec.225(e)] Other institutionalized individuals are not defined in WIOA, but examples might include persons who reside in facilities operated by a State mental health agency or individuals in civil confinement institutions.
2/27/2024	General	Where can I find the Letter of Intent template?	The Letter of Intent template can be found in the appendices (Appendix A) and it is hyperlinked throughout the RFP.
2/29/2024	General	On the Demonstrated Effectiveness form, are all of the primary indicators of performance required? Many students do not have social security numbers.	On the Demonstrated Effectiveness form (Appendix B), past grantees and providers that utilize LACES will complete the form as an overall program. This form is strictly adding in numbers from LACES tables 4 and 5.
2/29/2024	P3- Family Literacy	Can financial literacy can be included in the parenting education portion of the required components?	For Family Literacy, financial literacy could be a topic or area that is covered under the parental skills required component.
3/4/2024	P8-Technology	If we want to include NEDP in priority area #8, does this require an additional digital literacy class for NEDP candidates? In other words, how does NEDP fulfill the requirements in this priority area?	You may serve NEDP students as part of distance education. Distance Education requires at least 51% of the instruction through distance methods. Serving NEDP through these funds does not require an additional digital literacy class for them but they should be able to demonstrate that they are proficient in technology in order to be successful. From the RFP, "Up to 50 percent of this funding may also be used to provide distance education classes for students. Students enrolled in distance education should be properly screened for technology skill level, availability of appropriate internet-connected device and stable internet connection and provided appropriate orientation and onboarding for students."
3/5/2024	Budget	Are we required to put in the grant code on the Comprehensive budget under "Description"?	Yes, please enter the grant code. If the position will be paid by multiple grants, you can use a slash or comma in between them. If you are only applying for one grant, you can leave it blank.
3/5/2024	Letter of Intent	Other than completing and submitting the form in Appendix A, is there anything else that we need to submit with our letter of intent?	The only document that is requested by March 15 is Appendix A Letter of Intent. All other documents will be submitted with the application. Please see the Appendix F Proposal Edit Check as a guide.
3/4/2024	IET/IELCE+T	Can you use funding to provide a bridge-to-IET class knowing that a student is not ready to test for the credential and the individual will not get an MSG?	By nature, a bridge-to-IET programing is designed for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training. Bridge classes are intended to build skills and prepare learners for the academic demands of the IET. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate or credential. Typical bridge classes would cover relevant vocabulary, academic and workplace skills specific to the occupational area of the IET program with the goal of transitioning students to the respective IET program. An IET must be available in the same area as the bridge class. An MSG could be attained through pre/post tests in CASAS or any other relevant MSG.

3/11/2024	IET/IELCE+T	Do I need to provide every SSLO in the planning documents? What about if we are providing training in multiple areas? We are providing samples and not the whole curriculum, correct?	If you are using federal funds to provide training in multiple areas, you must identify the integration for each training area. It does not need to have every SSLO but should include the overall plan (not a curriculum). The guidance we received from OCTAE is that each training should include all required components and be evidenced through an approval process that demonstrates that the planning supports the IET framework and model. If you need to duplicate the section, you may do so.
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