

# FY2020 TRAIN RFP

Questions and Responses - September 24, 2019

Q. Our math class is structured in two semesters. Should we restructure the class to focus solely on the Accuplacer?

R. The services proposed should address the needs of students will be prepared to enter college level coursework following the Bridges to College project.

Q. The new RFP is designed for 45 weeks; the current RFP is for 33 weeks. To maintain the same level of services, we would need more funds. How can this issue be addressed?

R. There are limited funds available as described in the RFP. Proposals should be designed to fit within the timeframe of this grant. These funds should NOT be viewed as sustainability funding for existing programs.

Q. How is the expansion to a new geographical area defined? If we expand our services to a new location in Boston, can it be considered a new geographical location?

R. We encourage that projects proposed for the FY20 BtC program build upon prior successful projects that address the needs targeted by the FY20 grant program. We encourage extending the reach of the area you service or increasing the number of students served, or both. We do not prescribe how to define a service area. Our interest is in reaching and serving more students.

Q. What is the definition of an adult learner for this application? Is an adult learner someone who is over the age of 18 who happens to be a senior in high school?

R. Adult students for the purposes of this grant program should be beyond the limits of service of the secondary education system.

Q. Last year the primary feedback we received on our application was that our cost per participant was too high? Is their per student cost criteria that we should be looking at when writing our grant?

R. Guidelines regarding cost per student are provided in the RFP. The cost per student of the proposed services will be a consideration in the award decision.

Q. Under authorized activities/services it lists three types of activities: Academic preparation for college and career, outreach and support services, and Career Preparation for workforce readiness. Two of these are listed as primary focus and one is listed as secondary focus. Can you clarify what this means for writing and designing this proposal. Does this mean we need to write a proposal that encompasses all three of these components? Or does this mean that the primary amount of time and funds we are requesting should be focused on the two primary focused activities?

R. The focus of the proposal should be on the primary focus areas. It is not required that services described as “secondary” be provided although adult students often need the services described as primary and secondary. The major emphasis and allocation of funding should be for services described as primary.

Q. Under the Academic preparation for College and Career it lists 1 and 2. Under 2 (Awareness of academic career pathways) it suggests activities such as experiential learning, internships, and apprenticeships. To address number 2 under academic preparation for college and careers do we need to do experiential learning, internships, and apprenticeships or can we do another awareness of academic and career pathway activity? For example, working with students to look at labor market data and research careers of interest to them and their pathways. Do we have to design a project that addresses both 1 and 2 of Academic Preparation for College and Careers?

R. Item 2 under *Academic Preparation for College and Career – **Primary focus***, can be confusing when considered in context of *Career Preparation for Workforce Readiness – **Secondary focus***. This reference will be removed in any future release of BtC, allowing *Career Preparation for Workforce Readiness – **Secondary focus*** to stand on its own.

For the purpose of this RFP, you need only raise student awareness to academic and career pathways such as experiential learning, internships, and apprentice programs to meet the primary focus of this proposal. You MAY choose to do this through other devices such as reviewing and researching labor market data.

You MAY choose to address items 1, 2, and 3 of *Career Preparation for Workforce Readiness – as a **Secondary focus*** of your proposal.