


## **Questions & Answers**


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RFP 2022-27 CCW Round 10

Question	Response	Did this change the solicitation?
<p>The project I want to build is a Career Explore program for public safety, emergency communications, and possibly commercial vehicle enforcement careers. The exploration of these careers would take place mainly at a Training Academy and would also include sending subject matter experts to be guest speakers in schools in the fields I mentioned.. Additionally, law enforcement agencies are also trained at our Academy. I will have 2 education partners in this first iteration of an Explore Program but since we are the owner (in essence) of the academy and training, I do not have an industry partner who would be involved in this project. Can you advise me as to how this might impact my application score for the Letters of Support section?</p>	<p>All potential bidders to carefully consider where their proposed program falls on the career connected learning continuum (Career Launch, Career Prep, Career Explore). Definitions of each program are included in the RFP and can also be found in State law (<a href="#">RCW 28C.30.020</a>). Based on the explanation you provided, it sounds like Career Explore is the right fit for your program.</p> <p>Program Builders typically liaise between industry and education to build, expand, or enhance a program. Industry partners are employers who benefit from the career connected learning program. In this case, the industry partners could include yourselves and other law enforcement agencies. Education partners are those entities at which the student is enrolled and is earning academic credit. In this case, the education partners could include the schools at which the exploration activities are offered and, if the Academy program itself is credit bearing, the education institution that awards Academy credit. In your proposal, be sure to describe how this Career Explore program will help build student interest and awareness in the Academy. It is important for reviewers to understand each step of the career pathway – how this Career Explore program can lead to Career Prep and Career Launch opportunities.</p>	<p>No.</p>

<p>Our hiring process has several steps that other agencies or organizations may not have, specifically our civilian workforce undergoes a very comprehensive background investigation plus a polygraph exam. This lengthens our hiring timelines. I am concerned that if we want to hire an FTE (should we be awarded) that there will be a gap in time between when the funding begins (approx. March) and our ability to hire an FTE for this project. If a current employee took this project on as an additional duty, is there a percentage of time the employee would need to dedicate to the project? Or is the measure of success that the project benchmarks be completed on time and with the expected quality?</p>	<p>The measures of success are project benchmarks, quality, and impact; there are no specific requirements around staff FTE allocations. In many cases, Program Builders find it effective to utilize a combination of incumbent staff and (sub)contractors when developing curricula, establishing formal partnerships, and preparing to deploy the program. If awarded a contract, it will be your responsibility to ensure your program development activities proceed on schedule. Your ESD contract manager will provide you with regular technical assistance and, if necessary, can work with you to adjust your strategies to make sure you are successful.</p>	<p>No.</p>
<p>Are there character limits/counts for the individual narrative sections?</p>	<p>No, there are word counts. However, we encourage bidders to be as clear and concise as possible. Simple and concrete proposals are easier to understand, evaluate, and implement.</p>	<p>No.</p>
<p>As a bidder for the RFP #2022-27 Round 10 funding, I am having a difficult time locating where allowable expenses are detailed. Is the 2 CFR 200 the document that would best outline these details?</p>	<p>We have developed a list of allowable and disallowed expenses in the document below.</p> <div style="text-align: center;">  <p>CCW Allowable - Unallowable.docx</p> </div> <p>Additional information regarding this can be found in the bidders conference presentation.</p> <ol style="list-style-type: none"> <li>(1) Funding can support staff salaries and benefits if they are supporting the development of the program specified in your contract. Funds cannot be used to support instruction activities.</li> <li>(2) Yes. Both new and incumbent staff can charge time and effort to this contract for the Program Builder activities described in the Statement of Work..</li> <li>(3) Yes. These would need to be established in subcontracts as stipends are disallowed costs.</li> </ol>	<p>No</p>

<p>We have three questions concerning the Budget Appendix.</p> <p>(1) Can the budget fund our current Pathways staff member's salary and benefits?</p> <p>(2) Can the budget fund a new .5 FTE staff member's salary and benefits?</p> <p>(3) Can the budget cover stipends/contracts for Program Builders to increase the quality of our program?</p>		
<p>I was wondering if there's a more detailed description somewhere on support for youth participants, successful examples provided by a program developer/partner/employer as the equity section mentions examples such as transportation, career support, language access, etc. Any do's, don'ts, lessons learned, successes documented beyond these ideas would be helpful.</p> <p>I'd like to have some more clarity between Career Launch and Career Prep programs. Seems like Launch can be for HS or post-secondary while Prep is for HS? What are some additional reasons, differences for having these two distinctive programs?</p>	<p>Unfortunately, we currently do not have a document that provides examples. We recommend Program Builders identify their intended student population(s), describe the barriers they experience, and outline wraparound supports and strategies to ensure equitable access and outcomes.</p> <p>These supports and strategies can vary by population, region, and individual student needs. Excellent equity strategies are often directly informed by students and communities. Specific consideration should be given to addressing inequities experienced by BIPOC students, students with disabilities, and low-income students.</p> <ul style="list-style-type: none"> <li>• A Career Launch program must offer all three of the following: A supervised paid on-the-job work experience;</li> <li>• Aligned classroom learning which meets both academic and employer standards; and</li> <li>• Culmination in a valuable credential beyond a high school diploma or 45 credits toward a post-secondary two-year or four-year credential.</li> </ul> <p>In addition, after completing a Career Launch program, students must either be able to continue working with the employer or a highly competitive candidate financially-sustainable and fulfilling careers in their chosen field.</p> <p>Registered Apprenticeship programs meet the definition of Career Launch.</p>	<p>No</p>

	<p>By contrast, Career Prep programs provide students hands-on skills and knowledge within a particular business, career track, or industry and help prepare students to work in a professional setting. Examples include career and technical education courses, on-site internships, and pre-apprenticeship programs.</p>	
<p>Can we please get a copy of the presentation from the bidder's conference?</p>	<p>Yes. The presentation is included below:</p>  <p>Bidders Conference Round 10.pptx</p>	<p>No.</p>
<p>Is the Draft Sample Contract posted on WEBS yet?</p>	<p>Yes, the sample contract has been posted to WEBS.</p>	<p>No</p>
<p>Can grant funds be requested to include paying student and staff wages?</p>	<p>No. These funds cannot be used to pay students' participation in the program. Wages paid for staff time and effort must be attributable to the activities and deliverables described in the Statement of Work.</p>	<p>No</p>
<p>With respect to opportunity youth, what is CCW's definition of a "low-income" student?</p>	<p>Our definition aligned with WAC 392-100-100 Definition – Low-income student.</p> <p>As used in Title 392 WAC, "low-income student" means a student whose parent(s) or guardian(s) have an annual income equal to or less than one hundred eighty-five percent of the Income Poverty Guidelines published by the United States Department of Health and Human Services in Federal Register</p>	<p>No</p>
<p>Could funding support a brand new industry intermediary?</p>	<p>No. These funds are meant for organizations that want to build, expand, or enhance a career connected learning program.</p>	<p>No</p>
<p>If I want to apply for 'Build' funding to create a Career Explore program, how would I address letters of support since the final design of the program may not be solidified at the time of application?</p>	<p>Letters of Support should clearly demonstrate each partner's understanding of the proposed program and should only articulate their involvement in the development of the program.</p>	<p>No</p>
<p>What does "Enrollment Funding" mean?</p>	<p>These funds s through the Office of the Superintendent of Public Instruction, the <a href="#">State Board for Community and Technical Colleges</a>, and the <a href="#">Washington Student Achievement Council</a> for K-12, community and technical colleges, and public 4-year baccalaureate institutions, respectively, operating endorsed Career Launch programs.</p>	<p>No</p>

<p>Do you have to have the CCW endorsement BEFORE submitting a proposal?</p>	<p>No. This funding can support organizations to develop the various programmatic components to meet Career Launch Endorsement requirements.</p>	<p>No</p>
<p>We serve rural King County where access to programs is limited as is transportation. Will the review panel consider rural areas such as this as high-need?</p>	<p>Yes The review committee would consider rural King County high need.</p>	<p>No</p>
<p>Can we target our program for Highschool and up only?</p>	<p>Yes. The proposed program can target in school youth, out of school youth, or youth enrolled in a higher education institution.</p>	<p>No</p>
<p>My agency has a career-connected program that we'd like to revamp, but it isn't currently part of the Career Connect system. In this situation, would it be appropriate to seek "build" funding or "enhance" funding?</p>	<p>This would depend on your intended use of the funding. If you are wanting to develop a completely separate program that focuses on different careers, but wanting to leverage the same framework, you would apply for "build." If you are wanting to add additional components, such as a paid work experience, to your existing program then you would apply for "enhance."</p>	<p>No</p>
<p>With regard to Local Workforce Boards, we are looking at an Agriculture CCW Explore Program Building grant. Can you give some examples of what those local workforce boards might be, and do they need to be sector specific?</p>	<p>Local workforce development boards (LWDBs) are regional supports that identify the needs of the local job market, leverage resources, oversee One-Stop Career Centers, and direct workforce investment programs in their area. As such LWDBs are never sector-specific but they are geographically specific. You can find a map of the boards and their coverage areas as well as contact information here: <a href="#">Local Workforce Development Boards - Washington Workforce Association</a>.</p> <p>Boards can help to identify industry/sector specific-partners in the geographic catchment and, depending on the nature of the proposed program and population served, potentially provide support with referral pathways to both youth and young adult participants as well as industry/employment partners.</p> <p>It is recommended to reach out to your local LWDB to explore the extent of their partnership for your specific proposal and to better understand their localized operations.</p> <p>In regards to the career activities for a Career Explore program, they do not need to be focused in one specific sector.</p>	<p>No</p>

Additional questions must be directed to the Procurements Bid Box at [esdgp bids@esd.wa.gov](mailto:esdgp bids@esd.wa.gov).

Questions may not be individually answered prior to the scheduled due date for responses unless the response could determine whether a Bidder submits a Proposal. Additional questions will not be posted through WEBS unless they result in a change to the solicitation. The Procurement Coordinator is not required to send individual notification to Bidders.