

State of Maine Procurement Justification Form

This form must accompany all contract requests and sole source requisitions (RQS) over \$5,000 submitted to the Division of Procurement Services.

INSTRUCTIONS: Please provide the requested information in the white spaces below. All responses (except signatures) must be typed; no hand-written forms will be accepted. See the guidance document posted with this form on the Division of Procurement Services website (Forms page) for additional instructions.

| PART I: OVERVIEW | | | | |
|---|--|-----------------------|----------------------|------------|
| Department Office/Division/Program: | Education | | | |
| Department Contract Administrator or Grant Coordinator: | Page Nichols | | | |
| (If applicable) Department Reference #: | | | | |
| Amount: (Contract/Amendment/Grant) | \$ 65,000 | Advantage CT / RQS #: | 20201218000000001909 | |
| CONTRACT | Proposed Start Date: | 12/16/2020 | Proposed End Date: | 09/30/2021 |
| AMENDMENT | Original Start Date: | | Effective Date: | |
| | Previous End Date: | | New End Date: | |
| GRANT | Project Start Date: | | Grant Start Date: | |
| | Project End Date: | | Grant End Date: | |
| Vendor/Provider/Grantee Name, City, State: | Sarah Woog, 43 North Street, Machias 04654 | | | |
| Brief Description of Goods/Services/Grant: | Project Leadership | | | |

| PART II: JUSTIFICATION FOR VENDOR SELECTION | | | |
|---|-----------------------------------|----------|-----------------------------------|
| Mark an "X" before the justification(s) that applies to this request. (Check all that apply.) | | | |
| | A. Competitive Process | | G. Grant |
| | B. Amendment | | H. State Statute/Agency Directed |
| X | C. Single Source/Unique Vendor | | I. Federal Agency Directed |
| | D. Proprietary/Copyright/Patents | | J. Willing and Qualified |
| X | E. Emergency (COVID-19) | | K. Client Choice |
| | F. University Cooperative Project | X | L. Other Authorization – COVID-19 |

| PART III: SUPPLEMENTAL INFORMATION |
|---|
| Please respond to ALL of the following: |
| 1. Provide a more detailed description and explain the need for the goods, services or grant to supplement the response in Part I. |
| <p>The social isolation caused by the COVID-19 pandemic's impact on school schedules and extracurricular activities has created a mental health crisis for Maine's youth. Adolescent brain development and social emotional wellbeing depend upon social interactions and connectedness with peers. Over the past several months, however, opportunities for social/emotional development have been significantly diminished during</p> |

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PART III: SUPPLEMENTAL INFORMATION

hybrid and remote school days. In many cases, afterschool programs, clubs, and extracurricular activities have reduced hours and offerings or have closed entirely. Adolescence is a critical window of especially rapid neurodevelopment characterized by the overproduction and pruning of synaptic connections. Connectedness and socializing with peers, taking healthy risks, socializing with communities of peers around common interests and shared activities, and engaging in physical activity are essential during this developmental phase. COVID-19 has created significant barriers to the daily interpersonal connections and countless micro-interactions that build strong social/emotional skills and support mental health.

In Maine, hospital visits for adolescents experiencing mental health emergencies have been on the rise, and our Student Cabinet (comprised of 32 students in grades 4-12, representing every county) has identified youth mental health and social emotional wellbeing as a top priority for their focus this year. National data also underscore the problem: “Beginning in April 2020, the proportion of children’s mental health–related ED visits among all pediatric ED visits increased and remained elevated through October. Compared with 2019, the proportion of mental health–related visits for children aged 5–11 and 12–17 years increased approximately 24%. and 31%, respectively.” (U.S. CDC: https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm?s_cid=mm6945a3_w).

2. Provide a brief justification for the selected vendor to supplement the response in Part II.

The vendor has specific experience in convening and facilitating statewide focus groups. They have extensive experience working with Maine Schools, the University of Maine System, and Educational non-profits across Maine. They have a Masters in Educational Leadership and a professional history of inter-organizational collaboration which is required to carry out the goals of the project.

3. Explain how the negotiated costs or rates are fair and reasonable; or how the funding was allocated to grantee.

Governor Mills has committed CARES Act “Governor’s Emergency Education Relief” (GEER) funds to support student connectedness to school through cellular data service plans and hotspots during the sudden transition to remote learning in the spring of 2020, and this support will continue throughout the school year. In response to the recent rise in mental health emergencies, she is committing additional GEER funds to #ConnectTheKids in order to facilitate increased peer-to-peer interactions.

This position will be paid for using the Governor’s Emergency Education Funds (GEERF).

The hourly rate for this position is comparable to other DOE Project Director positions.

4. Describe the plan for future competition for the goods or services.

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PART III: SUPPLEMENTAL INFORMATION

This is a one-time position and there will not be a need for it beyond the period of this contract.

PART IV: APPROVALS

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|---|--|--------------|----------|
| Signature of requesting Department's Commissioner (or designee): | <i>By signing below, I signify that I approve of this procurement request.</i> | | |
| | <i>Pender Makin</i> | | |
| Printed Name: | Pender Makin | Date: | 1/4/21 |
| Signature of DAFS Procurement Official: | <small>DocuSigned by:</small> <i>Michelle Fournier</i> | | |
| Printed Name: | <small>066BBD96EE5347F...</small> Michelle Fournier | Date: | 1/7/2021 |