**STATE OF MAINE**

**Department of Education**

*Office of Adult Education*



**RFA# 202303056**

Maine College and Career Access Services

|  |  |
| --- | --- |
| **RFA Coordinator** | *All communication regarding the RFA must be made through the RFA Coordinator identified below*.  **Name:** Amy Poland **Title:** Professional Development Coordinator  **Contact Information:** [amy.poland@maine.gov](mailto:amy.poland@maine.gov) |
| **Submitted Questions Due** | *All questions must be received by the RFA Coordinator identified above by:*  **Date:** April 12, 2023, no later than 11:59 p.m., local time |
| **Application**  **Submission** | *Applications must be received by the Division of Procurement Services by:*  **Submission Deadline:** May 10, 2023, no later than 11:59 p.m., local time.  *Proposals must be submitted electronically to the following address:*  **Electronic (email) Submission Address:** [Proposals@maine.gov](mailto:Proposals@maine.gov) |

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# **RFA TERMS/ACRONYMS with DEFINITIONS**

The following terms and acronyms, as referenced in the RFA, shall have the meanings indicated below:

|  |  |
| --- | --- |
| **Term/Acronym** | **Definition** |
| **Department** | Department of Education |
| **RFA** | Request for Applications |
| **State** | State of Maine |
| **MCCA** | Maine College and Career Access |
| **Hub** | Adult Education and Career Development Hubs, one of nine regional consortia of local adult education programs |
| **Credential of Value** | A college degree (associates, bachelors, or graduate), a professional certification, license, a micro-credential, or military service ([Making Maine Work 2022,](https://www.mainechamber.org/uploads/1/2/2/7/122727354/mmw2022-web.pdf) p. 12) |
| **HiSET** | The test used by Maine as its high school equivalency credential |
| **CCRS** | College and Career Readiness Standards for Adult Education |
| **CASAS** | Comprehensive Adult Student Assessment System, the federally approved mathematics and reading assessment used by Maine adult education programs |
| **WOWI** | World of Work Inventory, a career-interest assessment tool |
| **MJRP** | [Maine Jobs and Recovery Plan](http://www.maine.gov/jobsplan/) |
| **ILP** | Individualized Learning Plan |
| **Employability skills** | The essential skills, attitudes, and behaviors necessary for success in most jobs |
| **Digital literacy** | The skills needed to use technology to find, create, evaluate, and communicate information |
| **Multilingual learner** | Learners with a primary or home language other than English who are in the process of acquiring English |
| **CCSC** | College and Career Success Coordinators, the MJRP-funded positions that support students on the Maine Community College System campuses |
| **SAU** | School Administrative Unit as defined in [20-A M.R.S. §8601-A (1)](http://legislature.maine.gov/statutes/20-A/title20-Asec1.html). |

**RFA# 202303056**

# **Maine College and Career Access Services**

# APPLICATION DETAILS AND INSTRUCTIONS

# **PART I INTRODUCTION**

## Overview of Grant Opportunity

Through this application, the Maine Department of Education (Department) intends to provide grant funding for Maine College and Career Access Services (MCCA) as defined in this Request for Applications (RFA) document. This document outlines instructions for submitting proposals, the procedure, and criteria by which the Providers will be selected, and the contractual terms which govern the relationship between the State of Maine (State) and the awarded Applicants.

Maine College and Career Access provides high-quality educational and advising services to adults seeking education and training that leads to a post-high school credential of value. [The Maine Economic Development Strategy 2020-2029](https://www.maine.gov/decd/sites/maine.gov.decd/files/inline-files/DECD_120919_sm.pdf) set a strategic goal to attract 75,000 people to the Maine workforce, both by increasing the number of current Maine adults participating in the workforce and attracting new talent from outside the state. Their strategies include an investment in education and training that lead to a credential, including recommendations for increasing access through online learning and flexible programs, increasing knowledge and skills necessary for a digital economy, and work-based experiences[[1]](#footnote-2). The COVID-19 pandemic’s impacts on the Maine workforce accelerated the need for a trained workforce and resulted in a significant investment in education and training through the [Maine Jobs and Recovery Plan](http://www.maine.gov/jobsplan/). Maine’s adult education programs are positioned to support Maine adults with their education and career goals through the delivery of Maine College and Career Access services.

The Department has identified three priority areas for MCCA services and encourages applicants to propose innovative strategies to support these priorities:

* 1. Serving adults with some college but no degree: According to the [American Community Survey](https://data.census.gov/table?q=education+attainment+maine&tid=ACSST1Y2021.S1501), nearly 200,000 Maine adults 25 and over have some college but no degree. MCCA services can assist this population with the supports needed to complete their educational goals and attain a credential of value.
  2. Increasing equity and access across the Hub through collaboration: The Hub model has increased collaboration among adult education programs and has provided adult learners with more opportunity to access MCCA services, but gaps and barriers still exist. MCCA funding can support the development of programming that ensures all prospective learners have access to equitable MCCA services.
  3. Collaborating with the Maine Community College System (MCCS): Through MJRP funding, adult education worked with the MCCS to situate a College and Career Success Coordinator (CCSC) on each MCCS campus. The CCSCs work with adult education staff to refer learners to appropriate services, support adult education learners to ensure a successful transition to the community college campus, and work with community college staff to support current learner needs, including referrals to adult education. The Department sees potential for further collaboration that builds on the success of the CCSCs. MCCA funding can support building partnerships between the Hub and the community college campuses to increase opportunities for MCCA learners.

## General Provisions

* + 1. From the time this RFA is issued until award notification is made, all contact with the State regarding the RFA must be made through the RFA Coordinator identified on the cover page of the RFA. No other person/ State employee is empowered to make binding statements regarding the RFA. Violation of this provision may lead to disqualification from the bidding process, at the State’s discretion.
    2. Applicants shall take careful note that in evaluating an application submitted in response to the RFA, the Department will consider materials provided in the application and internal Departmental information of previous contract history, if any, with the Applicant. The Department also reserves the right to consider other reliable references and publicly available information in evaluating an Applicant’s experience and capabilities.
    3. Following announcement of an award decision, all submissions in response to this RFA will be public records, available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) ([1 M.R.S. § 401](http://www.mainelegislature.org/legis/statutes/1/title1sec401.html) et seq.).
    4. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to the RFA.
    5. All applicable laws, whether or not herein contained, are included by this reference. It is the Applicant’s responsibility to determine the applicability and requirements of any such laws and to abide by them.

## Eligibility to Submit Applications

Maine has established nine regional Adult Education and Career Development Hubs (Hubs) made up of local Maine adult education providers. MCCA programming should be implemented through the regional Hub with one Maine School Administrative Unit (SAU) adult education provider acting as the lead applicant for the Hub. Maine School Administrative Unit (SAU) adult education providers are defined in [20-A M.R.S. §8601-A (1)](http://legislature.maine.gov/statutes/20-A/title20-Asec1.html). The applicant adult education provider will serve in the capacity of fiscal agent and agrees to retain responsibility for setting and meeting program goals, ensuring compliance with state and federal laws and rules as evidenced through monitoring and reporting, and maintaining fiscal controls and records.

Applicants must also be current in submitting required adult education state and federal reports, demonstrate fiscal compliance with adult education federal and state invoicing procedures, have current and accurate data in the state adult education data system.

## Contract Terms

The Department is seeking cost-efficient applications to provide services as defined in this RFA for the anticipated contract period defined in the table below. Please note that the dates below are estimated and may be adjusted as necessary in order to comply with all procedural requirements associated with this RFA and the contracting process. The actual contract start date will be established by a completed and approved contract.

Contract renewal: Following the initial term, the Department may opt to renew the contract for one renewal period, as shown in the table below, and subject to continued availability of funding and satisfactory performance.

The term of the anticipated contract, resulting from the RFA, is defined as follows:

|  |  |  |
| --- | --- | --- |
| **Period** | **Start Date** | **End Date** |
| Initial Period of Performance | July 1, 2023 | June 30, 2025 |
| Renewal Period #1 | July 1, 2025 | June 30, 2026 |

## Number of Awards

The Department anticipates making one award per Hub as a result of the RFA process. Suggested award amounts for each Hub are in the chart below, but applicants may submit budgets that are outside these ranges. The Department reserves the right to eliminate the lowest scoring application(s) and/or make awards at amounts less than that requested, whichever is in the best interest of the State.

|  |  |  |
| --- | --- | --- |
| **Adult Education & Career Development Hub** | **Counties Served** | **Year 1: Suggested Award Amounts**  **(Minimum-Maximum)** |
| 1 | Hancock, Washington | $100,000 - $150,000 |
| 2 | Aroostook | $100,000 - $150,000 |
| 3 | Penobscot, Piscataquis | $100,000 - $150,000 |
| 4 | Franklin, Somerset | $100,000 - $150,000 |
| 5 | Kennebec | $100,000 - $150,000 |
| 6 | Androscoggin, Oxford | $150,000 - $300,000 |
| 7 | Sagadahoc, Knox, Waldo, Lincoln | $100,000 - $200,000 |
| 8 | Cumberland | $175,000 - $300,000 |
| 9 | York | $150,000 - $200,000 |

Any person aggrieved by the award decision that results from the RFA may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in [5 M.R.S.A. § 1825-E](http://www.mainelegislature.org/legis/statutes/5/title5sec1825-E.html) and [18-554 Code of Maine Rules Chapter 120](https://www.maine.gov/dafs/bbm/procurementservices/policies-procedures/chapter-120).  The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of conditional contract award.

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# **Maine College and Career Access Services**

# **PART II ACTIVITIES AND REQUIREMENTS**

## MCCA Program Grant Activities

Grant funding is to provide high-quality, comprehensive Maine College and Career Access services in alignment with the seven goals below. Through MCCA, adult learners will acquire the skills and knowledge needed to both successfully enroll in and complete a post-high school credential of value.

Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA.

At a minimum, all MCCA participants must receive advising services, academic skill building relevant to their specific goals, and opportunities to use technology to enhance learning and to improve digital literacy.

### High-quality, Comprehensive Services

* + 1. Develop, document, and deliver comprehensive academic and advising services for adult learners utilizing models that increase access and equity, such as hybrid, remote, and/or in-person approaches.
    2. Recruit adult learners to participate in MCCA services. See Priority Areas in **Part B**.
    3. Develop and deliver educational programming that includes, but is not limited to, academic coursework, digital literacy, financial literacy, career planning and exploration, workforce preparation activities, and academic success skills.

### Effective Partnerships

* 1. Collaborate with Hub partners, postsecondary institutions, employers, MJRP College and Career Success Coordinators, and local, community and state agencies, to maximize education and training opportunities for current and potential MCCA learners. See Priority Areas in **Part B**.

### Learner-Centered Intake & Advising

* + 1. Implement an intake process that includes an assessment measuring college and career readiness (i.e., CASAS, Accuplacer, WOWI, etc.), an initial advising session, and a program orientation.
    2. Develop, document, and monitor, with learners, individualized learning plans with objectives based on personal interests with clear outcomes for education, career, and life.

### Rigorous and Aligned Instruction

* + 1. Employ rigorous, research-based instructional approaches and curricula aligned with the College and Career Readiness Standards for Adult Education (CCRS).
    2. Deliver instruction that is responsive to diverse learner needs and aligns with their individual learning plans.
    3. Provide regular opportunities for learners to develop and apply their digital skills, including in online learning contexts.

### Effective Assessment Practices

* + 1. Use formative and summative assessments to document student progress toward education and career goals, including, but not limited to, academic assessments and career assessments.
    2. Include learners in analysis of assessment data to determine needs, goals, and progress, including during intake and advising.
    3. Develop a procedure for documenting a learner’s progress and completion of the MCCA program outcomes. Completion is defined as the attainment of the goals in a participant’s individualized learning plan or entrance into a post-high schedule education or training program.

### Program Evaluation and Outreach

* + 1. Develop a program evaluation plan by the end of the initial contract period that includes how the provider will measure and document the outcomes and impacts of MCCA services, including measures such as learner goal attainment and persistence, return on investment, development of partnerships, priority areas (if applicable), and impact on identified local needs.
    2. Survey learners who complete the MCCA program outcomes at regular intervals (6 weeks, 3 months, and 12 months) to learn about progress towards their education and career goals. The Department will provide a tool for data collection and technical assistance on survey strategies.
    3. Develop strategies for marketing and recruiting, including use of the program name Maine College and Career Access in marketing materials.

### Expertise

* + 1. Support continuous professional growth and improvement through staff evaluation processes.
    2. Communicate and support clear expectations for professional development participation of both new and experienced staff, including paid participation in MCCA-related professional development, for staff working more than 12 hours per week.
    3. Ensure that instructional staff have demonstrated content expertise and maintain appropriate certifications if the MCCA courses are also for high school credit or equivalency. Advising staff shall be trained in the effective advising practices and use of career and other assessments.

## Competitive Priority Areas

The Department has identified three priorities for MCCA grant funding and encourages applicants to propose innovative strategies to meet one or more of these priorities as part of the MCCA services:

1) serving adults with some college but no degree;

2) increasing equity and access across the Hub through collaboration; and

3) collaborating with the Maine Community College System.

See **Part A: Overview of Grant Opportunity** for more information about these priorities.

The Department shall award competitive priority points for those proposals meeting the following criteria:

1. **Some College/No Degree:** Competitive priority points will be awarded to proposals with detailed and specific strategies for serving Maine adults with some college, but no degree. Strategies might include targeted marketing and outreach, co-enrollment opportunities, development of pathways to credential attainment, strategic advising around prior learning, financial aid, etc.

|  |  |  |
| --- | --- | --- |
| Identified strategies for serving adults with some college but no degree | No identified strategies | At least one specific strategy identified |
| Priority Points | 0 points | 5 points |

1. **Increasing equity and access across the Hub:** Competitive priority points will be awarded to proposals that develop programming that ensures equity and access to MCCA services across the service area through collaboration. Strategies might include itinerant staff, distance or hybrid delivery models, team-teaching, community partnerships, and alternative sites for classes.

|  |  |  |
| --- | --- | --- |
| Establishment of a collaborative programming model that improves equity and access | No identified collaborative model | At least one specific programming model identified |
| Priority Points | 0 points | 5 points |

1. **Collaborating with the MCCS:** Competitive priority points will be awarded to proposals with strategies or programs that increase opportunities for adult education learners through partnerships with the MCCS. Strategies or programs might include MCCA instruction on the college campus, development of processes to work with the CCSC, and development of career pathways from adult education to the community college.

|  |  |  |
| --- | --- | --- |
| Identified partnership strategies or programs with the MCCS that increase opportunities for adult education learners. | No identified strategies or programs | At least one specific strategy or programming partnership identified |
| Priority Points | 0 points | 5 points |

## Allowable and Unallowable Expenditures

Funding must be used to support the development, planning, and operation of a high-quality comprehensive MCCA program that supports learner success and results in learners’ academic growth and career development.

Examples of allowable expenditures include, but are not limited to, the following:

1. Salary and benefits for full- and part-time personnel necessary for program activities, including a MCCA coordinator for the Hub and a program advisor for each local program
2. Purchase of CCRS-aligned curriculum materials, including educational and instructional software, that is necessary to operate a successful MCCA program. Curriculum materials, including licenses for software, should be purchased as a hub to the greatest degree possible.
3. Assessments (CASAS, Accuplacer, World of Work Inventory (WOWI), or other academic and career assessments)
4. Materials and supplies: consumables necessary for programming
5. Professional development activities, including salaries for personnel to attend MCCA-related professional development activities
6. Equipment necessary for and used in MCCA programming by teachers and students. This does not include general purpose equipment, such as furniture.
7. Expenses related to field trips or other activities that enrich MCCA programming
8. Expenses related to recruitment and retention, including marketing materials specific to MCCA programming
9. Expenses related to MCCA data collection, tracking, and analysis
10. Administration and indirect costs (e.g., accounting expenses, expenses shared by other parts of the program) Administration and indirect costs should be no more than 5% of the total budget without state office approval.

The following expenditures **may not** be included in the proposed budget:

1. Capital improvements
2. Out-of-state travel, unless prior approval by the Department
3. General purpose equipment
4. Food-related expenses
5. Childcare
6. Scholarships (i.e., tuition or fees to be paid to external educational institutions on behalf of a learner)

Funds allocated under this program may be used only to supplement, not supplant, funds that local educational agencies would otherwise expend for adult education program. Expenditures outlined in the budget should be reasonable for the size and scope of the project with most grant funds going toward items and personnel that directly impact programming for MCCA learners.

## Applicant and Staffing Requirements

1. Lead applicant is expected to:
   1. Retain responsibility for setting and meeting Hub MCCA program goals.
   2. Prepare and submit quarterly data snapshot and invoices.
   3. Prepare and submit yearend narrative and data to MDOE.
   4. Provide, at minimum, two success stories for publication and promotion through social media, printed stories, or other forms of publication.
2. Lead applicant must attest to their ability and willingness to manage large grants. See **Appendix F**.
3. Program must identify a Hub MCCA Coordinator to coordinate MCCA services within the Hub to ensure comprehensive services and flexible access for learners.
   1. MDOE will hold quarterly MCCA Coordinator meetings for sharing of best practices and resources and to voice challenges.
   2. MCCA Coordinators will be the point of contact with MDOE for non-budget related MCCA business and should have a procedure for regular sharing with Hub program directors.
   3. Funding can be used to support the MCCA Coordinator position.

## Reports

Awarded Bidders will report on the MCCA program goals outlined above during the contract year, as scheduled and directed by the Department. Awarded Bidders will be required to report program progress and outcomes through a variety of data sources, including enrollment and completion, and activity data in MaineSTARS or another tool provided by the Department.

Track and record all data/information necessary to complete the required reports listed in

**Table 1**:

|  |  |  |
| --- | --- | --- |
| **Table 1 – Required Reports** | | |
| **Name of Report** | | **Description** |
| **a.** | Data Snapshot | Qualitative report of number of MCCA learners enrolled and completed. |
| **b.** | End of Year Narrative | Quantitative report highlighting progress towards meeting the MCCA program goals. |
| **c.** | Tracking and Follow Up | Qualitative and Quantitative report of MCCA completers progress towards meeting their education and career goals. |
| **d.** | Program Evaluation Plan | Plan that outlines how the provider will measure and document the outcomes and impacts of MCCA services. |

Submit all the required reports to the Department in accordance with the timelines established in **Table 2**. The Department will provide the reporting tools and timelines at least 45 days before the due dates.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 2 – Required Reports Timelines** | | | |
| **Name of Report** | | **Period Captured by Report** | **Due Date** |
| **a.** | Data Snapshot | Quarterly | October 31, January 31, April 30, July 31 |
| **b.** | End of Year Narrative | Program Year | August 1 |
| **c.** | Tracking and Follow Up | By Cohort, up to 12 months | August 1 |
| **d.** | Program Evaluation Plan | Ongoing | June 30, 2025 |

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# **Maine College and Career Access Services**

# **PART III KEY RFA EVENTS**

## Submitting Questions about the Request for Applications

Any questions must be submitted by email and received by the RFA Coordinator identified on the cover page of this RFA, as soon as possible but no later than the date and time specified on the RFA cover page. Submitted Questions must include the subject line: “RFA# 202303056 Questions”. The Department assumes no liability for assuring accurate/complete/on time email transmission and receipt.

**Question & Answer Summary:** Responses to all questions will be compiled in writing and posted on the Division of Procurement Services [Grant RFPs and RFAs](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants) website. It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

## Amendments to the Request for Applications

All amendments (if any) released regarding this Request for Applications will be posted on the Division of Procurement Services [Grant RFPs and RFAs](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants) website. It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

## Submitting an Application

* 1. **Applications Due:** Applications must be received no later than 11:59 p.m. local time, on the date listed on the cover page of the RFA. Emails containing original application submissions, or any additional or revised application files, received after the 11:59 p.m. deadline will be rejected without exception.

1. **Submission Instructions:** Applications are to be submitted electronically to the State of Maine Division of Procurement services, via email, to proposals@maine.gov.
   1. Only applications received by email will be considered. The Department assumes no liability for assuring accurate/complete email transmission and receipt.
   2. Emails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only email applications that have the actual requested files attached will be accepted.
   3. Encrypted emails received which require opening attachments and logging into a proprietary system will not be accepted as submissions. Please check with your organization's Information Technology team to ensure your security settings will not encrypt your proposal submission.
   4. Applications (**Appendix C**) shall not exceed a total of 25 pages.
   5. File size limits are 25MB per email. Applicants may submit files across multiple emails, as necessary, due to file size concerns. All emails and files must be received by the due date and time listed above.
   6. Applicants are to insert the following into the subject line of their e-mail submission: “**RFA# 202303056 Application Submission – [Applicant’s Name]**”.
   7. Applications are to be submitted as a single, typed, PDF or WORD file and must include:
2. Application Cover Page (**Appendix A**)
3. Debarment, Performance and Non-Collusion Certification (**Appendix B**)
4. Application (**Appendix C**)
5. Proposed Enrollment Form (**Appendix D**)
6. Budget and Budget Narrative (**Appendix E**)
7. Fiscal Agent Agreement (**Appendix F**)

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# **Maine College and Career Access Services**

# **PART IV APPLICATION SCORING WEIGHTS AND PROCESS**

## Scoring Weights

The score will be based on a 100-point scale and will measure the degree to which each application meets the following criteria. The Appendices A-F on pages 17-24 correspond to this scoring criteria.

|  |  |
| --- | --- |
| **Scoring Criteria** | **Points Available** |
| Part 1: General Information   * Application Cover Page * Debarment, Performance, and Non-Collusion Certification * Fiscal Agent Agreement | Pass/Fail |
| Part 2: Application   * Program Overview * Identification of Need * Program Design * Proposed Enrollment | 60 |
| Part 3: Budget and Budget Narrative | 25 |
| Part 4: Competitive Priority Points | 15 |
| **Total Points** | 100 |

## Scoring Process

The Grant Review Team will use a consensus approach to evaluate and score Parts 2 – 4 above. Members of the evaluation team will not score those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections.

Regarding the proposed funds requested and the proposed work, the Grant Review Team will consider the degree to which the project represents a good return for the investment (money, time) as well as whether the project work and cost estimates (tasks & budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.

## Selection and Award

* + 1. The final decision regarding the award of the contract will be made by representatives of the Department subject to approval by the State Procurement Review Committee.
    2. Notification of conditional award selection or non-selection will be made in writing by the Department.
    3. Issuance of the RFA in no way constitutes a commitment by the State of Maine to award a contract, to pay costs incurred in the preparation of a response to the RFA, or to pay costs incurred in procuring or contracting for services, supplies, physical space, personnel, or any other costs incurred by the Applicant.
    4. The Department reserves the right to reject any and all proposals or to make multiple awards.

**APPENDIX A**

**RFA# 202303056**

**Maine College and Career Access Services**

# **APPLICATION COVER PAGE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Administrative Unit (SAU) Name:** | | Click or tap here to enter text. | | | |
| **Superintendent’s Name:** | | Click or tap here to enter text. | | | |
| **Tel:** | Click or tap here to enter text. | | | **Email:** | Click or tap here to enter text. |
| **SAU Street Address:** | | Click or tap here to enter text. | | | |
| **SAU City/State/Zip:** | | Click or tap here to enter text. | | | |
| ***(Provide information requested below if different from above)*** | | | | | |
| **Lead Point of Contact for Application- Name/Title/Program:** | | | Click or tap here to enter text. | | |
| **Tel:** | Click or tap here to enter text. | | | **Email:** | Click or tap here to enter text. |
| **Program’s Street Address:** | | Click or tap here to enter text. | | | |
| **Program’s City/State/Zip:** | | Click or tap here to enter text. | | | |
| **Dollar Amount of Application:** | | Click or tap here to enter text. | | | |

* This application and the budget contained herein will remain firm for a period of 180 days from the date and time of the application opening.
* No personnel currently employed by the Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Bidder’s proposal.
* No attempt has been made, or will be made, by the Applicant to induce any other person or firm to submit or not to submit a proposal.
* The above-named organization is the legal entity entering into the resulting contract with the Department if they are awarded the contract.
* The undersigned is authorized to enter contractual obligations on behalf of the above-named organization.

*To the best of my knowledge, all information provided in the enclosed proposal, both programmatic and financial, is complete and accurate at the time of submission.*

|  |  |
| --- | --- |
| **Name (Print):**  Click or tap here to enter text. | **Title:**  Click or tap here to enter text. |
| **Authorized Signature:** | **Date:**  Click or tap here to enter text. |

**APPENDIX B**

**RFA# 202303056**

**Maine College and Career Access Services**

# **DEBARMENT, PERFORMANCE, and NON-COLLUSION CERTIFICATION**

|  |  |
| --- | --- |
| **Applicant Organization Name:** | Click or tap here to enter text. |

*By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this proposal:*

1. *Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.*
2. *Have not within three years of submitting the proposal for this contract been convicted of or had a civil judgment rendered against them for:*
   1. *Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state, or local government transaction or contract.*
   2. *Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.*
3. *Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification.*
4. *Have not within a three (3) year period preceding this proposal had one or more federal, state, or local government transactions terminated for cause or default*.
5. *Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this proposal is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.*

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| **Name (Print):**  Click or tap here to enter text. | **Title:**  Click or tap here to enter text. |
| **Authorized Signature:** | **Date:**  Click or tap here to enter text. |

**APPENDIX C**

**RFA# 202303056**

**Maine College and Career Access Services**

# **APPLICATION**

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| --- | --- |
| **School Administrative Unit (SAU) Name:** | Click or tap here to enter text. |

The Applicant is asked to be brief and concise in proving written information required in the application. The Application should be no more than 25 pages.

Please indicate below if the application addresses the MCCA Competitive Priority Areas (check all that apply):

Some College/No Degree

Increasing Equity and Access Across the Hub

Collaborating with the Maine Community College System (MCCS)

|  |  |  |
| --- | --- | --- |
| **Partners:**  *List the names and contacts for the Hub partners. Add lines as needed.* | | |
| **Hub Partner Program Name:** | **Contact (Name & Title):** | **Memorandum of Agreement?** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **Program Overview:**  *Provide a summary of the program. Include an overview of the MCCA program design, role(s) of the Maine Adult Education and Career Development Hub partners, and other key partnerships. (250 words)* |
| Click or tap here to enter text. |
| **Identification of Need for MCCA Program:**  *Describe the Hub’s need for a MCCA program, including the target populations. Use and cite qualitative and quantitative data, as necessary.* |
| Click or tap here to enter text. |
|  |
| **Program Design**  *Please provide a thorough description of how the program will meet the MCCA goals in order to address the needs identified above.* |
| |  |  | | --- | --- | | **High-quality Comprehensive Services:**  *Describe the services that will be offered and how the activities will improve learner access to a post-high school credential of value and overall learner success. Include how the model will encourage regular attendance and retention, and how the Applicant will recruit learners.* | | | Click or tap here to enter text. |  |  | | --- | | **Effective Partnerships:**  *Describe how the MCCA program will utilize partnerships with postsecondary, workforce, and local and state agencies to maximize opportunities for current and potential MCCA learners.* | | Click or tap here to enter text. |  |  | | --- | | **Learner-Centered Intake and Advising**  *Describe how the Applicant’s intake and advising processes will engage MCCA learners in regular and learner-centered advising from intake to program completion.*  *Include the following:*   * *How learners’ readiness for MCCA services will be determined,* * *How learners will be oriented to the MCCA program, and* * *How individualized learning plans will be developed, monitored, and revised.* | | Click or tap here to enter text. |  |  | | --- | | **Rigorous and Aligned Instruction**  *Describe the research-based instructional approaches that will be used to deliver a rigorous MCCA curriculum that is responsive to diverse learner needs and aligns with individualized learning plans.*  *Include how the curriculum is aligned to the College and Career Readiness Standards for Adult Education, provides regular opportunities for digital skill development, and integrates employability skills. Be sure to include a rationale for instructional choices.* | | Click or tap here to enter text. |  |  | | --- | | **Effective Assessment Practices**  *Describe how the Applicant will use formative and summative assessments to document a learner’s progress toward education and career goals. Outline the assessments used and how assessment data will be used with learners to determine needs, goals, and progress. Describe the procedure for documenting a learner’s progress and completion of the MCCA program outcomes (see page 7).* | | Click or tap here to enter text. |  |  | | --- | | **Program Evaluation & Outreach**  *Describe how the Applicant will disseminate information about MCCA services to current and potential MCCA learners and local, regional, and state community partners and agencies.* | | Click or tap here to enter text. |  |  | | --- | | **Expertise**  *Describe how the Applicant will support continuous professional growth and improvement for MCCA staff, including evaluation processes and expectations for professional development participation.* | | Click or tap here to enter text. |  |  | | --- | | **Management**  *Describe the communication processes for Hub partners regarding decision-making and progress towards MCCA goals, program coordination, and for setting expectations regarding data collection and reporting, submitting invoices, and professional development needs. Outline the role of the MCCA Coordinator in supporting the management of MCCA services across the Hub.* | | Click or tap here to enter text. | |
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**APPENDIX D**

**RFA# 202303056**

**Maine College and Career Access Services**

# **PROPOSED ENROLLMENT FORM**

|  |  |
| --- | --- |
| **School Administrative Unit (SAU) Name:** | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Proposed Enrollment**  *In the table below, please provide the total number of MCCA learners the Applicant proposes to serve. Include the total for the Hub and for individual programs. Add additional lines as needed. Please refer to the criteria for an MCCA learner on page 7. These learners will be documented as MCCA in MaineSTARS.* | | |
|  | **FY 24 (7/1/2023 – 6/30/2024)** | **FY 25 (7/1/2024 – 6/30/2025)** |
| **Total number of MCCA learners to be served per year by the Hub:** | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 1:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 2:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 3:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 4:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 5:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 6:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 7:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 8:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 9:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 10:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |
| Program 11:click here to enter text | Click or tap here to enter text. | Click or tap here to enter text. |

**APPENDIX E**

**RFA# 202303056**

**Maine College and Career Access Services**

# **BUDGET AND BUDGET NARRATIVE**

|  |  |
| --- | --- |
| **School Administrative Unit (SAU) Name:** | Click or tap here to enter text. |
| **Proposed Year 1 Budget:** | **$** Click or tap here to enter text. |

**General Budget Information:**

* The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the MCCA program, and the funding being requested should be specific enough to give reviewers a clear idea of priorities and focus for funding.
* The proposed budget must illustrate costs for an anticipated period of July 1, 2023 to June 30, 2024.
* The requested amount should be appropriate and reasonable for the size and scope of the project with most grant funds going toward items and personnel that directly impact programming for MCCA learners.
* Refer to Activities and Requirements Part C. Allowable Expenditures (page 10) for specific guidance on allowable expenses.



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| **Budget Narrative** *(No more than 500 words. This excludes the budget form.)*  *In the space below, please provide a detailed explanation of how your proposed expenses support the accomplishment of the Applicant’s MCCA program goals and outcomes. Include how the proposed grant funding will be combined with other revenue sources (federal, state, local, in-kind) to support the MCCA program.*  *The budget narrative must align with and provide an explanation of the content in the budget form.* |
| Click or tap here to enter text. |

**APPENDIX F**

**RFA# 202303056**

**Maine College and Career Access Services**

# **FISCAL AGENT AGREEMENT**

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| --- | --- |
| **School Administrative Unit (SAU) Name:** | Click or tap here to enter text. |

Assurance is hereby provided that the Applicant, acting as fiscal agent, accepts responsibility for implementing all MCCA program grant activities as specified in this application or subsequent amendments, specifically including those of a regional nature.

1. The Fiscal Agent hereby agrees to assume administrative, programmatic, and financial responsibility for the purposes of the grant requirements of the Department. The Hub partners agree to implement and operate the MCCA program, in accordance with the terms of this agreement and with the terms and conditions of the grant contract.
2. The Hub partners will provide all information and prepare all reports, including interim and final reports, required by the grant contract, with the Fiscal Agent’s final approval.
3. The Hub partners designate \_\_\_\_Click or tap here to enter text.\_\_\_\_\_\_\_\_(name or title) to act as the principal MCCA coordinator of the MCCA program’s daily business with the Fiscal Agent.
4. The Fiscal Agent designates \_\_\_\_Click or tap here to enter text.\_\_\_\_\_\_\_\_ (name or title) to serve as the primary contact with both the Department and the principal MCCA Coordinator for the Hub partners.
5. The Fiscal Agent and Hub partners will maintain all financial records relating to the MCCA program according to generally accepted accounting principles and the terms and conditions of the grant award and will make records available to auditors and entities named in the grant contract.

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| **Name (Print):**  Click or tap here to enter text. | **Title:**  Click or tap here to enter text. |
| **Authorized Signature:** | **Date:**  Click or tap here to enter text. |

1. Maine Department of Economic Development. (2019). *Maine economic development strategy 2020 – 2029: A focus on talent and innovation.* Author. [↑](#footnote-ref-2)