**RFA# 202304092**

**First 10 Community School Pilot**

# **APPLICATION DETAILS AND INSTRUCTIONS**

1. **Overview of Grant Opportunity**

Through this Request for Applications, the Maine Department of Education (DOE) intends to provide grant funding to School Administrative Units (SAUs) and to elementary schools operated by the State Office of Education in the Unorganized Territory (EUT) to participate in a pilot to establish the First 10 Community School Pilot. First 10 Community Schools (F10CS) bring together school systems, early childhood programs, and community partners/agencies to improve care and education for young children and their families throughout the first 10 years of children’s lives. This funding is provided through Maine’s Preschool Development B-5 Renewal Grant.

SAUs/EUT may apply for grant funding awards that will span a 3-year period. Competitive priority points will be awarded based on the percentage of economically disadvantaged students served by the school and to schools based in rural locations. All communication regarding this Request for Applications must be made via email to the RFA Coordinator: LeeAnne.Larsen@maine.gov, as identified on the [Division of Procurement Service’s Grant RFPs and RFAs webpage](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants).

First 10 Community School partnerships work to improve teaching and learning, deepen partnerships with families, and connect comprehensive services to children and families. Typical First 10 practices include, but are not limited to:

* fostering engagement of families with schools and community partners,
* providing play and learn groups linked to elementary schools,
* coordinating connections to health and social services,
* connecting child care providers with elementary schools,
* improving the quality of early childhood programs,
* coordinating the transition to kindergarten,
* conducting joint professional learning among early childhood, pre-k and elementary teachers, and
* aligning and improving elementary grade curriculum and instruction.

Selected applicants will form F10CS Leadership Teams and will hire F10CS Outreach Coordinators. Participating team members, as well as the schools and community organizations they represent, must commit to maintaining collaborative relationships to ensure that teams can effectively carry out their plans and achieve their goals for children and families.

Education Development Center (EDC) has developed the First 10 approach based on extensive research on best practices in early childhood and elementary school education and care. F10CS Leadership teams will meet with a coach provided by EDC approximately every 3 weeks for 60–90-minute meetings. The goal of the meetings will be to develop and implement First 10 plans. Meetings will either include the whole team or sub-committees focused on specific initiatives. In addition, EDC’s coaches will provide an overview of the relevant research, a planning process and template, and guidance documents to support each team’s work, including periodic site visits. First 10 Community School Leadership Teams will periodically come together virtually and/or in person with other teams to share ideas and practices. The Maine DOE will also employ a First 10 Community School Specialist to support teams and to assist with networking efforts across teams.

SAUs/EUT are encouraged to access the [Maine DOE’s First 10 website](https://www.maine.gov/doe/learning/earlychildhood/first10) as well as the [Education Development Center’s First 10 website](https://first10.org/new-report-all-children/) as tools for learning more about First 10 Community School Partnerships. Additionally, a recording of an overview session provided to orient interested parties to the First 10 Community School model can be accessed at this [link](https://youtu.be/p7ildCKlwxA).

1. **Eligibility to Submit Applications**

All Maine School Administrative Units (SAUs) as defined by [20-A M.R.S. §1(26)](http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec1.html) and elementary schools operated under [Chapter 20-A, Chapter 119](http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach119sec0.html) (EUT) are eligible to submit applications in response to this Request for Applications. Applicants must designate one (1) school that serves students in the Pre-K and/or K to at least Grade 2 span as the school for which they are applying for the First 10 Community School pilot. If the SAU/ETU has two (2) small schools that serve fewer than 250 Pre-K to Grade 5 students each and which draw upon the same social service providers in the SAU/EUT catchment area, the SAU/EUT may apply on behalf of both schools in the same project and the schools may share one F10CS Outreach Coordinator.

## **Number and Size of Awards**

The Maine DOE anticipates making six (6) grant awards. Year 1 awards (2023-24) will be $125,000 each. Upon satisfactory implementation of required activities in Year 1, recipients will be able to extend grant funding for up to two (2) additional years: $75,000 for year 2 (2024-25) and $50,000 for year 3 (2025-26). Funding can be used for allowable costs outlined in the Criteria C: Proposed Budget section below. Recipients will need to plan for sustainability of the FS10 Outreach Coordinator position across the three (3) years of the pilot by securing other sources of federal/state/local resources in addition to use of F10CS grant funds.

Any person aggrieved by the award decision that results from this Request for Applications may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in 5 MRSA § 1825-E and 18-554 Code of Maine Rules, Chapter 120 (found here: [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 contract award.

## **RFA Terms/Acronyms with Definitions**

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

|  |  |
| --- | --- |
| **Term/Acronym**  | **Definition**  |
| **Community-Based Organization**  | A public or private nonprofit organization of demonstrated effectiveness that –  1. Is representative of a community or significant segments of a community; and
2. Provides educational or social services to individuals in the community.
 |
| **Community Partner**  | A provider of one or more of the following services to students, families, or community members:   1. Primary medical or dental care;
2. Nurse home visitation services;
3. Mental health treatment and counseling services;
4. Developmentally appropriate physical education activities;
5. Academic enrichment activities;
6. Specialized instructional support services;
7. Teacher home visits;
8. Programs designed to improve student attendance at school, including programs that provide assistance to students who are truant or who have been suspended or expelled;
9. Mentoring and other youth development programs, including peer mentoring and conflict mediation;
10. Community service and service-learning opportunities;
11. Early childhood education;
12. Programs that promote parental involvement and family literacy;
13. Parenting education activities;
14. Parenting leadership development activities;
15. Child care services;
16. Youth and adult job training, internship opportunities and career counseling services;
17. Nutrition education;
18. Adult education, including instruction in English as a second language;
19. Remedial education and enrichment activities, including expanded learning time;
20. Summer or after-school enrichment and learning experiences;
21. Legal services;
22. Juvenile crime prevention and rehabilitation programs;
23. Homelessness prevention services; or
24. Any appropriate services and programs authorized by a community school that are consistent with the services and programs specified in [paragraphs A](https://legislature.maine.gov/statutes/20-A/title20-Asec9921.html) to W.
 |
| **Community School**  | A public elementary or secondary school that:  1. Participates in a community-based effort to coordinate and integrate educational, developmental, family, health and other comprehensive services through community-based organizations and public and private partnerships; and
2. Provides access to services under [paragraph A](https://legislature.maine.gov/statutes/20-A/title20-Asec9921.html) to students, families and the community, such as access during the school year to services before school hours, after school hours and during the weekend, as well as access to such services during the summer.
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| **EDC** | Education Development Center |
| **EUT** | Education in the Unorganized Territory |
| **F10CS** | First 10 Community School |
| **Maine DOE** | Maine Department of Education |
| **REAP** | Rural Education Achievement Program |
| **RFA**  | Request for Application  |
| **SAU** | School Administrative Unit |

## **Required Activities**

Serving as a pilot site will require the school(s) to:

* Hire a F10CS Outreach Coordinator for the 3-year period who will:
	+ Serve as one of three leads for the school’s F10CS Leadership Team
	+ Provide oversight/coordination of First 10 plan implementation between meetings
	+ In collaboration with other staff (e.g., McKinney-Vento Liaison, school social worker, school nurse, school counselor, etc.), coordinate outreach to families within the school’s catchment area to connect children and families with comprehensive support services, including but not limited to:
		- providing access to basic needs supports such as food, clothing, housing resources (including McKinney-Vento), utilities assistance;
		- assisting families in accessing counseling and health support services (medical, dental, vision care, etc.);
		- providing access to tutoring, mentoring and after school programs;
		- connecting multilingual families with translators and interpreters;
		- providing families with information about educational, vocational, and employment opportunities;
		- coordinating relief efforts for students and families in crisis situations; and
		- assisting families with accessing culturally appropriate school and community resources.
* Foster collaboration, relationship building, and shared professional learning opportunities between community ECE professionals and early elementary educators
* Support children’s transitions into the school and ensure that coordinated systems of support remain through the early elementary grades.  Collaborate with school administrators and educators to align curricula between Pre-k and the early elementary grades
* Identify data-supported positive outcomes and service gaps to inform project evaluation and continuous improvement efforts
* Form a F10CS Leadership Team composed of 6-12 school and community representatives, including but not limited to SAU/EUT administrators, early elementary educators, community-based early care and education providers, social service providers, and parents. Teams must include the school(s) principal(s), a Pre-K teacher, a Kindergarten teacher, the schools’ F10CS outreach coordinator, a Head Start administrator (if a Head Start program exists in the catchment area), a Child Development Services representative, a community-based early care and education provider, and 2 parents (1 of a child age bith-4 and 1 of a child age 5-10).

Other team members may include, but are not limited to, additional elementary educators, school nurse, school and/or public librarians, home visitors, health and mental health care service representatives, and social service representatives.

* Engage in a virtual overview session for F10CS on June 29 from 1:00-2:30 p.m.
* Engage in a 1-day, in-person summit on July 25 (8:30 a.m-4:00 p.m.) with Education Development Center (EDC).
* Collaboratively develop and implement a F10CS plan focused on children birth to age 10 and their families that addresses the three key tenants of F10CS:
	+ Improving teaching and learning;
	+ Deepening partnerships with families, and
	+ Connecting children and families with comprehensive services.
* Form work groups to focus on specific initiatives in the school(s) F10CS plan.
* Engage in F10CS Leadership Team and/or work-group meetings with a coach provided by the Education Development Center (EDC) approximately every 3 weeks for 60-90 minutes.
* Engage in site visits with EDC coaches and the Maine DOE F10CS specialist.
* Engage in quarterly state F10CS networking sessions (held virtually 3 times per year and in-person one time per year).
* Participate in all required F10CS Pilot evaluation activities.
* Complete and submit the Maine DOE’s required F10CS Annual Report.

1. **Application Components**

A complete and scoreable application for the First 10 Community School Pilot will include the following components. Please refer to the descriptions in this section when filling in the provided application.

* 1. **Criteria A: General Information**

SAUs/EUT must complete the following documents as part of their application:

* Application Cover Page & General Assurances
* Debarment, Performance and Non-Collusion Certification

These documents will be scored with pass/fail scoring based on completion. If there are any failures (e.g., documents not submitted or submitted but not fully completed), the application will not receive a score. Assurances require SAUs/EUT selected for the pilot to participate in the pilot evaluation components. Costs associated with the evaluation will be paid for by the Maine DOE.

* 1. **Criteria B: Specifications of the Work to be Performed**

**Responses to Application Questions**

The applicant will provide detailed responses to the following prompts/questions found in the application document.

1. Please describe your school and surrounding community, including its location, size, and demographics as well as any key needs that have been identified previously which could be addressed through this opportunity.
2. Why would your school and community like to participate in the F10CS pilot?
3. Describe the work currently underway on which your F10CS Team can build.
4. Describe how the proposed F10CS Team members have the qualifications, experience, and capacity to support your First 10 initiative.
5. Describe the anticipated outcomes/learning opportunities your F10CS would like to achieve by participating in the initiative. Include in your answer the intended outcomes/learning opportunities for the school and early care and education programs, educators, children, families, and the community.
6. What are your initial plans for sustaining your F10CS efforts, including the F10CS Outreach Coordinator position, beyond the pilot funding?

**First 10 Community School Leadership Team Roster**

Applicants must complete the team roster in the application and note 3 leads for their F10CS Leadership Team. One lead must be the F10CS Outreach Coordinator. One lead must be a school/SAU/EUT administrator. One lead must be a community partner. The F10CS Leadership Team leads will coordinate and facilitate team meetings and monitor F10CS plan implementation efforts and required F10CS activities.

**Commitment Statements for First 10 Community School Leadership Team members**

Applicants must include signed statements of commitment from each F10CS Team member.

* 1. **Criteria C: Project Budget**

The budget sheet for projected expenses for year 1 of the pilot must be completed with reasonable estimates. The maximum award for each First 10 Community School pilot project is $125,000 for the first year (2023-24). Only allowable costs, as specified below, will be considered. SAUs/EUT may use up to $100,000 of grant funding in year 1 to support the F10CS Outreach Coordinator position. The remaining grant funding can be used for other allowable costs. For planning purposes in years 2 and 3, the amount of grant funding allowable to support the F10CS Outreach Coordinator position will be $50,000 in year 2 and $25,000 in year 3.

Allowable costs include:

* First 10 Community School Outreach Coordinator (1FTE) Salary and Benefits
* Stipends for First 10 Community School Leadership Team members for Leadership Team and work group meetings and attendance at summer summit
* Stipends for joint professional learning sessions (4-5 90-minute workshops per year and potential for 1 summer learning day).
* Stipends for play and learn group development and facilitation (6 sessions, 2-3 facilitators, 24 hours per facilitator for prep and facilitation)
* Travel costs to attend First 10 Community School meetings/gatherings
* Substitute costs for First 10 Community School team members to attend meetings/gatherings and/or for teachers to attend professional learning
* Supplies and Materials (e.g., play and learn groups, parenting campaign materials, educational materials, community engagement materials, posters, markers, chart paper, etc.)
* Printing/Advertising
* Professional learning specific to implementation plan
	1. **Criteria D: Competitive Priorities**

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

**Level of Economic Disadvantage:** Competitive priority points will be awarded to proposals for schools with high numbers of economically disadvantaged students as indicated by the Department’s Free and Reduced School Lunch Report – [ED 534 for FY 2022.](https://www.maine.gov/doe/schools/nutrition/financial)

|  |  |  |  |
| --- | --- | --- | --- |
| Percentage of school population eligible for Free and Reduced Lunch | Less than 45% | Between 45% and 60% | More than 60%  |
| Priority Points | 0 points | 3 points | 5 points |

**Rurally Located Schools:** Competitive priority points will be awarded to proposals for schools located in Maine communities considered rural as defined by Maine’s Rural Education Achievement Program (REAP). A list of REAP eligible schools can be found in **Appendix A**.

|  |  |  |
| --- | --- | --- |
| REAP Eligibility  | Not REAP Eligible | REAP Eligible |
| Priority Points | 0 points | 5 points |

1. **Statutes**

First 10 Community Schools are authorized under [Maine Education Title 20-A, Part 4, Chapter 333](http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach333sec0.html).

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# **KEY PROCESS EVENTS**

## **Submitting Questions about the Request for Applications**

Any questions must be submitted by e-mail to the RFA Coordinator identified on the [Grant RFPs and RFAs webpage](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants) by May 8, 2023 at 11:59 p.m. local time. Submitted Questions must include the subject line: “RFA# 202304092 Questions”. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

Question & Answer Summary: Responses to all questions will be compiled in writing and posted on the following website: [Grant RFPs and RFAs](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants). 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 in regard to this Request for Applications will be posted on the following website: [Grant RFPs and RFAs](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants). 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.

## **Application Submission**

**Applications Due:** Applications must be received byMay 19, 2023 at 11:59 p.m. local time. Applications received after the 11:59 p.m. deadline will be ineligible for award consideration for that annual application enrollment period.

**Submission Instructions:** Applications are to be submitted to the State of Maine Division of Procurement Services, via email, to Proposals@maine.gov.

* 1. Only applications received by e-mail will be considered. The Department assumes no liability for assuring accurate/complete e-mail transmission and receipt.
	2. E-mails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only e-mail applications that have the actual requested files attached will be accepted.
	3. Encrypted e-mails 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 that your security settings will not encrypt your proposal submission.
	4. File size limits are 25MB per e-mail. Applicants may submit files separately across multiple e-mails, as necessary, due to file size concerns. All e-mails and files must be received by the due date and time listed above.
	5. Applicants are to insert the following into the subject line of their email submission: **“RFA# 202304092 Application Submission – [Applicant’s Name]”**
	6. Applications are to be submitted as a single, typed, PDF or WORD file and must include the completed APPLICATION (linked in p.14 of this RFA) and all related attachments.

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**SCORING WEIGHTS AND PROCESS**

1. **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. Additional points will be awarded to applications that provide evidence of meeting competitive priorities for economic disadvantage and rural status.

|  |
| --- |
| **Scoring Criteria** |
| **Criteria A – General Information***(See Page 4)* |
|  | **Pass** | **Fail** |
| Application Cover Page & General Assurances |  |  |
| Debarment, Performance, Non-Collusion Certification and School Board Acknowledgement Form |  |  |
| **Criteria B – Specifications of the Work to be Performed****(75 Points Total)** |
| **Application Question Responses**(10 points each / 60 Total Points) | **Limited Evidence****0-4** | **Adequate Evidence****5-7** | **Detailed Evidence****8-10** |
|  **Evidence includes:*** Response addresses question prompt.
* Response is detailed and clear.
 |  |  |  |
| **Question 1** |  |  |  |
| **Question 2** |  |  |  |
| **Question 3** |  |  |  |
| **Question 4** |  |  |  |
| **Question 5** |  |  |  |
| **Question 6** |  |  |  |
| **First 10 Community School Team Roster**(5 total points) | **Limited Evidence****0-1** | **Adequate Evidence****2-3** | **Detailed Evidence****4-5** |
|  **Evidence includes:*** Roster includes required positions
* Roster information is clear and understandable
 |  |  |  |
| **Statements of Commitment**(10 total points) | **Limited Evidence****0-4** | **Adequate Evidence****5-7** | **Detailed Evidence****8-10** |
|  **Evidence includes:*** Signed statements of commitment are included for each Leadership Team member
 |  |  |  |
|  **Total Points:** |  |  |  |
| **Criteria C – Budget****(25 Total Points)** |
|  | **Limited Evidence****0-8** | **Adequate Evidence****9-17** | **Detailed Evidence****18-25** |
|  **Evidence:*** Budget is reasonable and justifiable for accomplishing set goals.
* Detailed explanation of proposed project expenses is provided.
 |  |  |  |
| **Total Points:** |  |  |  |
| **Criteria D – Priority Points****(10 Possible Total Points)** |
|  | **Less than 45%****0 points** | **Between 45% and 60%****3 points** | **More than 60%****5 points** |
| **1**. Percentage of school population eligible for Free and Reduced Lunch |  |  |  |
|  | **Not Rural****0** | **Rural School****5** |
| **2.** Rural School |  |  |
| **Total Points:** |  |
| **Overall Score:** |  |

1. Scoring Process: The Grant Review Team will use a consensus approach to evaluate and score all sections listed above. Members of the review team will not score these 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.

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**APPLICATION**

The linked file below contains the Application document. Applicants must use this document to complete their response to this RFA.

To open the document, double click on the icon below.



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**APPENDIX A: REAP ELIGIBLE SCHOOLS**

To open the document, double click on the icon below.

