**STATE OF MAINE**

**Department of Education**

***Office of Special Services and Inclusive Education***



**RFA# 202306131**

**A Future for ME**

**Transition Regional Interagency Collaborative Grant**

|  |  |
| --- | --- |
| **RFA Coordinator** | *All communication regarding the RFA must be made through the RFA Coordinator identified below*.  **Name:** Titus O’Rouke **Title:** Eligibility & Transition Specialist, OSSIE  **Contact Information:** [Titus.ORouke@maine.gov](mailto:Titus.ORouke@maine.gov) |
| **Submitted Questions Due** | *All questions must be received by the RFA Coordinator identified above by:*  **Date:** Friday, 06/30/2023, no later than 11:59 p.m., local time |
| **Application**  **Submission** | *Applications must be received by the Division of Procurement Services by:*  **Submission Deadline:** Wednesday, 07/26/2023, no later than 11:59 p.m., local time.  *Applications must be submitted electronically to the following address:*  **Electronic (e-mail) Submission Address:** [Proposals@maine.gov](mailto:Proposals@maine.gov) |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
|  | **Page** |
|  |  |
| **DEFINITIONS** | **3** |
|  |  |
| **DETAILS AND INSTRUCTIONS** | **5** |
| 1. Purpose and Background |  |
| 1. General Provisions |  |
| 1. Eligibility to Submit Applications |  |
| 1. Number of Awards |  |
| 1. Agreement Term |  |
| 1. Conditions of Award |  |
|  |  |
| **ACTIVITIES AND REQUIREMENTS** | **9** |
| 1. Program Requirements and Allowable Uses |  |
| 1. Competitive Priorities |  |
| 1. Sustainability |  |
| 1. Reporting Requirements |  |
|  |  |
| **KEY PROCESS EVENTS** | **12** |
| 1. Submitting Questions |  |
| 1. Questions & Answer Summary |  |
| 1. Application Submission |  |
|  |  |
| **APPLICATION EVALUATION AND SELECTION** | **14** |
| 1. Scoring Weight and Process |  |
| 1. Selection and Award |  |
| 1. Appeal of Contract Awards |  |
|  |  |
| **APPLICATION FORM** | **16** |
|  |  |
| **APPENDICES** | **26** |
|  |  |

# **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 |
| **DOL DVR** | Maine DVR State Advisory Panel - The Vocational Rehabilitation, also known as "VR", is a Bureau of Rehabilitation program that has a primary goal of assisting interested individuals who have disabilities to get and keep a job. VR can assist students with disabilities in coordinating information and resources as they transition from high school to adult life. ***This is a time-limited program. Generally speaking, once an individual is employed for at least 90 days in a job agreed upon by the individual and the VR counselor, services are ended.*** |
| **DOT** | The Maine Department of Transportation (Maine DOT) is a cabinet-level state agency with primary responsibility for statewide transportation by all modes of travel. |
| **EUT** | [School in the unorganized territory under 20-A M.R.S.A Chapter 119](https://legislature.maine.gov/statutes/20-A/title20-Asec3201.html) |
| **IEP** | Individualized Education Plan |
| **MeTRIC** | Maine Transition Regional Interagency Collaborative |
| **NTACT** | National Technical Assistance Center on Transition |
| **OADS** | The Office of Aging and Disability Services (OADS) supports Maine's older and disabled adults by providing Adult Protective, Brain Injury, Other Related Conditions, Intellectual and Developmental Disability, Long Term Care, and Aging and Community services to the people of Maine. |
| **OBH** | The Office of Behavioral Health (OBH), formerly the Office of Substance Abuse and Mental Health Services (SAMHS), assists people who are uninsured or have inadequate health insurance coverage to meet their need for mental health and substance use disorder services. |
| **OCFS** | The Maine DHHS Office of Child and Family Services (OCFS) is dedicated to helping create a future where all Maine children and families are safe, stable, happy, and healthy. |
| **OSSIE** | The Maine Department of Education - Office of Special Services & Inclusive Education is dedicated to improving results for students with disabilities by providing leadership, support, and oversight to local education agencies. |
| **RFA** | Request for Applications |
| **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) |
| **SRC** | The Maine State Rehabilitation Council (SRC) is a statewide citizens group created to advise the Division of Vocational Rehabilitation (DVR) in Maine about how well its programs and services match the needs of people with disabilities. |
| **State** | State of Maine |
| **SWDs** | A student evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. |
| **WINTAC** | Workforce Innovation Technical Assistance Center Partnering with State Vocational Rehabilitation Agencies (SVRAs) to enhance service delivery and maximize outcomes through quality program and resource management. |
| **WIOA** | Workforce Innovation and Opportunity Act of 2014 is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

**APPLICATION DETAILS AND INSTRUCTIONS**

1. **Purpose and Background**

The Maine Department of Education, Office of Special Services Inclusive Education (OSSIE) is seeking applications for Future for ME Transition Regional Interagency Collaborative Grants as defined in this Request for Applications (RFA). This document provides the Application to be used for submittal, instructions for submitting applications, the procedure, and criteria by which the awarded Applicants will be selected.

This grant is to provide funding for the creation, development, and implementation of ME Transition Regional Interagency Collaboratives (MeTRICs). MeTRICs are interagency partnerships at the regional, local, and student and youth-levels that assist each other in efforts to support students and youth with disabilities and their families in the transition to adult services.

The pandemic disrupted education outcomes throughout our nation and Maine, disproportionately impacting students with disabilities. According to the Maine DOE Statewide Data Warehouse, NSC Student Tracker Report - 2021, the percentage of students receiving special services in Maine has increased over the past few years from 17.25 percent to 19.41 percent; however, the graduation rates for the same subset have significantly decreased from 80.32 percent to 72.67 percent. Additionally, the National Institute of Mental Health reports that our students with disabilities experience high levels of difficulty adapting to and being flexible with abrupt changes, which impedes their resilience, including increased vulnerability to social isolation and economic hardship.

The Center on Reinventing Public Education (CRPE) report (2022) highlights how students with disabilities (SWDs) faced significant challenges during the pandemic, including educational disruptions, social isolation, and difficulties in accessing transition services which can and will impact their long-term outcomes. SWDs in Maine have been particularly affected by the pandemic, with either unaddressed, limited access to transition services and regression in developing post-secondary skills needed to secure post-secondary education and training, including employment and independent living skills, as well as experiencing greater challenges with remote learning, disruption of learning routines, access to special education services, and social-emotional support, and therefore less engagement with school. These disruptions further exacerbated inequities in the education system, leaving many SWDs behind.

The pandemic led to an over 1.8 percent decline in the number of students with disabilities who received transition services between the 2018-2019 and 2019-2020 school years.

This decline is significant given that transition services are critical in facilitating students' transition from high school to post-secondary education, employment, and independent living. Data reports from the National Longitudinal Transition Study-2 (NLTS2) shows that only 55 percent of students with disabilities in Maine participate in paid work experiences while in high school, compared to the national average of 62 percent. This statistic indicates that students with disabilities in Maine need targeted support to access transition services and develop the skills necessary for post-secondary success.

This grant opportunity represents one of the Department’s efforts to address these issues. Under this grant, MeTRICs will serve varied purposes, including to:

* 1. Identify regional/local needs or discontinuity in policies, procedures, services, and programs that hinder youth with disabilities from achieving desired, valued outcomes.
  2. Increase the availability, access, and quality of interagency transition services.
  3. Create seamless sustainable transition service in collaboration with representatives of outside agencies including state agencies
  4. Enable youth with disabilities to live, work, and continue to learn in the community, with all necessary supports (ex. VR or Maine Cite) to meet their individualized needs, as adults.

MeTRICs funded through these grants must be in compliance with Federal IDEA B13, B1 and B2 indicators [[34 CFR 300.320(b)]](https://sites.ed.gov/idea/regs/b/d/300.320/b) governing transition requirements as well as [MUSER VI.2.C.(3)(a). p. 63.](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/State%20Regulation%20Chapter%20101MUSER.pdf)

1. **General Provisions**
2. From the time this RFA is issued until award notification is made, all contact with the State regarding this RFA must be made through the RFA Coordinator identified on the cover page of this RFA. No other person/State employee is empowered to make binding statements regarding this RFA. Violation of this provision may lead to disqualification from the application process, at the State’s discretion.
3. The Applicant shall take careful note that in evaluating its application submitted in response to this 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 the Applicant’s experience and capabilities.
4. 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.).
5. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in applications received in response to the RFA.
6. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be the Applicant’s responsibility to determine the applicability and requirements of any such laws and to abide by them.
7. Cooperate with any Maine Department of Education monitoring policies and/or procedures with regards to the allowable expenditures.
8. **Eligibility to Submit Applications**

To be eligible to apply for a grant, the following two criteria must be met:

* 1. The application must be submitted by a lead entity who must be school administrative unit as defined under [20-A M.R.S. §8601-A (1))](http://legislature.maine.gov/statutes/20-A/title20-Asec1.html); AND
  2. Have one or more confirmed partners. Partners can include:
     1. Regional transition coordinators;
     2. Special Services Directors;
     3. other SAUs;
     4. Private schools approved for tuition
     5. Career and Technical Education Center
     6. [Special Purpose Private Schools;](https://www.maine.gov/doe/cds/muser)
     7. Special and general education representatives from all levels (middle, secondary, and higher education – Vocational Training, College and Universities);
     8. Vocational rehabilitation counselors;
     9. Employment representatives;
     10. Social Security Administration representative, MaineCare and Benefits counselors;
     11. Developmental disability representatives;
     12. Independent living representatives;
     13. State agency providers (ex. DOL VR and Apprenticeships; OCFS, OADS, OBH, DOT etc.);
     14. Service providers and community agencies;
     15. Family members and youth with disabilities;
     16. Other interested school personnel (i.e., secondary and postsecondary educators, department heads, counselors, special services staff, trades and military training officers);
     17. Other social services representatives, including mental health, Substance use and juvenile justice staff (probation officers and educators);
     18. Residential service providers;
     19. Department of Transportation representatives;
     20. Public safety representatives; or
     21. Leisure and recreation services representatives (ex. Special Olympics)

The lead SAU will retain responsibility for setting and meeting initiative goals, ensuring compliance with state and federal laws and rules as evidenced through monitoring and reporting, and maintaining fiscal controls and records. The lead SAU will also serve in the capacity of fiscal agent.

1. **Number of Awards**

The total estimated grant funds available are $750,000. The Department anticipates making multiple awards as a result of this Request for Applications. The number and size of awards will depend on the number of applications received and available funds. Issuance of this RFA in no way constitutes a commitment by the State of Maine to make grant awards. Recognizing there are many variables that will influence proposals, award sizes are at a minimum of $100,000 and will based on number of applicants and availability of funding. The Department reserves the right to eliminate the lowest scoring application(s) and/or make awards for amounts less than requested, whichever is in the best interest of the State.

1. **Agreement Term**

The Department is seeking cost-efficient applications to provide services as defined in this RFA for the anticipated agreement 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 performance start date will be established by a completed and approved award.

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

|  |  |  |
| --- | --- | --- |
| **Period** | **Start Date** | **End Date** |
| Period of Performance | September 1, 2023 | August 31, 2024 |

Programming must be completed by August 31, 2024. Final invoices are due by September 15th, 2024. Invoice submittal directions and expectations will be provided in the award contracts.

1. **Conditions of Award**

Evaluation of grantee performance / continuation of funding:

* 1. Awardees receiving funding through this RFA are required to meet all necessary reporting requirements of the grant. In awarding the grant, the Department expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant proposal. Failure to provide the requested performance reports (reporting on and evaluating all activities as proposed; and implementing the grant as written) could result in the loss of funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.
  2. The Department reserves the rights to withhold funding, reduce funding, or terminate funding if the awardee is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; or does not demonstrate a clear need for the allotted level of grant support.
  3. After it has been awarded, the Department may terminate an award by giving the awardee written notice of termination. In the event of termination after award, the Department shall reimburse the awardee for approved grant expenses incurred up to the notification of termination.
  4. The Department reserves the right to add terms and conditions during grant subaward negotiations. These terms and conditions will be within the scope of the RFA.
  5. The Department reserves the right to modify annual awards based on the actual amount of appropriation towards this grant program.

**State of Maine - Department of Education  
RFA# 202306131  
A Future for ME Transition Regional Interagency Collaborative Grant**

**ACTIVITIES AND REQUIREMENTS**

1. **Program Requirements and Allowable Uses**

The funding from the MeTRIC grant **must** be used for transition regional initiatives, services, activities, and programs for transition-aged youth, who are either 16 years old or in 9th grade up to the age of 22, that:

* 1. Increase and/or improve the participation of students with IEPs in seamless, supported, sustainable transition services and programs in the applicant MeTRIC’s region. This includes efforts and activities to increase the amount of time transition-aged youth spend in developing their hard and soft skills needed both inside and outside the classroom in preparation for post-secondary transition outcomes.
  2. Support transition-aged youth achieving their post-secondary goals, including employment or other independent living training, daily living skills like budgeting and maintaining a home, and functional vocational evaluations such as job or career assessment software.
  3. Include transition-aged youth from all IEP classifications, regardless of economic disadvantage, McKinney Vento impact, rural setting, or multilingual status.
  4. Place SWDs in the least restrictive environment (LRE), as determined by the IEP team.
  5. Embrace an inclusive [whole-student approach.](https://www.maine.gov/doe/learning/II/wholestudent)
  6. Address demonstrated needs, supported by related data and artifacts, through a thorough community needs assessment.
  7. Support the region’s transition-aged youth, who are either 16 years old or in 9th grade up to the age of 22.
  8. Are reasonable and justifiable, support sustainable transition purposes, and are aligned with the IDEA Transition statues and [MUSER VI.2.C.(3)(a). p. 63](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/State%20Regulation%20Chapter%20101MUSER.pdf).

The funds provided through the MeTRIC grants **may** be used for the following:

* Transition initiatives related to service activities, including:
  + Purchasing necessary equipment, materials, and supplies to support high-quality transition services;
  + Professional learning related to transition training and development programs.
* Related services such as trainings and support, mental health, and independent living services, and community experiences like job training, counseling, and recreational activities.
* Coordinating inclusive transition services, especially for programs operated in partnership with state agency and community providers.

Indirect costs are an allowable expense under this grant and should be listed in the “other” category of the Program Budget. Applicants may budget for amounts that would not exceed their restricted indirect cost rate, as approved by their cognizant agency. Restricted indirect cost rates differ from traditional indirect cost rates and typically range from 2 percent to 5 percent of the total award amount.   
  
The funds provided through the MeTRIC grants **may not be used for personnel costs** to ensure sustainability.

Applications are to include a description of how the implementation and effectiveness of initiatives, services, activities, and programs for transition-aged youth funded under this grant will be evaluated.

Applicants are strongly encouraged to utilize structured observation tools and diagnostic progress monitoring tools to aggregate data collected and identify trends to proactively respond to and inform transition services and initiative(s) development efforts.

1. **Competitive Priorities**

The Department will prioritize applications that:

* 1. Establish meaningful partnerships with one or multiple: SPPSs, private schools approved for tuition, school community providers, local industries and businesses;
  2. Provides supports that leverage the least restrictive environment; and/or
  3. Exceeds 10 hours per week of transition inclusion programming.

Applicants are encouraged to access the [NTACT:Cs tool “A Guide to Developing Collaborative School-Community Business Partnerships](https://transitionta.org/community-partnership-guide/)” to support the development of the Transition Regional Interagency Collaboratives initiative(s).

1. **Sustainability**

Applicants must demonstrate how they will maintain the program after grant funding expires.

1. **Reporting Requirements**

|  |  |
| --- | --- |
| Report Description | Report Due Date |
| Quarterly progress monitoring report – identified strength-based practices, barriers and interagency roles and community partners on boarded with policies identified and plans, processes and procedures formalized for Transition Regional Collaborative sustainability. | November 2024 |
| Mid-year progress monitoring reports from regional MeTRICs. | February 2024 |
| Quarterly progress monitoring report – identified strength-based practices, progress of barriers addressed with interagency and community partners with policies identified and plans, processes and procedures tailored to support the sustainability of the Transition Regional Collaborative. | April 2024 |
| Year-end presentation developed | June 2024 |
| Continuous coaching and feedback/support from cross-agency collaborative. | September 2023 – June 2024 |
| Pilot results and plans for sustainability presented at Transition Regional Collaborative. | Transition Summit - June 2024 |
| Regional projects to share results and plans for sustainability and growth at conferences. | Educator Summit 2024  MADSEC Fall conference 2024 |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

**KEY PROCESS EVENTS**

1. **Submitting Questions**

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 **Friday, 06/30/2023** at 11:59 p.m. local time. Submitted Questions must include the subject line: **“RFA# 202306131 Questions”.** The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

1. **Questions & 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.

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.

1. **Application Submission**
   1. **Applications Due**: Applications must be received by **Wednesday, 07/26/2023,** 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.
   2. **Submission Instructions**: Applications are to be submitted to the State of Maine Division of Procurement Services, via email, to [Proposals@maine.gov](mailto: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 receipts.
      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 application 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# 202306131 Application Submission – [Applicant’s Name]”**
      6. Applications are to be submitted as a single, typed, PDF or WORD file and must include the following pages:
         1. Application Cover Page
         2. Debarment, Performance and Non-Collusion Certification
         3. Federal Funding Requirements and Assurances
         4. Partnership Assurance Form
         5. Application

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

**APPLICATION EVALUATION AND SELECTION**

1. **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.

|  |  |
| --- | --- |
| **Scoring Criteria** | **Maximum Points Available** |
| **Criteria 1:** Eligibility Requirements | Pass/Fail |
| **Criteria 2:** Scope of Work | 15 |
| **Criteria 3:** Interagency Collaboration and Partnership | 20 |
| **Criteria 4:** Competitive Priorities | 15 |
| **Criteria 5:** Sustainability | 25 |
| **Criteria 6:** Budget | 25 |
| Total Points | 100 points |

* 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 those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections.
  2. 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.

1. **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.
2. **Appeal of Contract Awards**

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). 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.

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

APPLICATION COVER PAGE

**Handwritten Applications Will Not Be Accepted**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Administrative Unit (SAU):** | | Click or tap here to enter text. | | | | |
| **Regional MeTRIC 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. | | | | **E-mail:** | 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*** | | | | | | |
| **Point of Contact for Application- Name and Title** | | | Click or tap here to enter text. | | | |
| **Tel:** | Click or tap here to enter text. | | | | **E-mail:** | Click or tap here to enter text. |
| **Headquarters’ Street Address:** | | Click or tap here to enter text. | | | | |
| **Headquarters’ City/State/Zip** | | Click or tap here to enter text. | | | | |
| **Dollar Amount of Application:** | | | | Click or tap here to enter text. | | |

* 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 Applicant’s application.
* 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 an application.
* The above-named organization is the legal entity entering into the resulting agreement with the Department should they be awarded a contract.
* The undersigned is authorized to enter contractual obligations on behalf of the above-named organization.

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

|  |  |
| --- | --- |
| ***Name (Print):*** Click or tap here to enter text. | ***Title:*** Superintendent of \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Superintendent Signature:*** | ***Date:*** Click or tap here to enter text. |
| ***Name (Print):*** Click or tap here to enter text. | ***Title:*** School Board Chairperson, \_\_\_\_\_\_\_ |
| ***School Board Chairperson Signature:*** | ***Date:*** Click or tap here to enter text. |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

DEBARMENT, PERFORMANCE and NON-COLLUSION CERTIFICATION

|  |  |
| --- | --- |
| **School Administrative Unit:** | 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 application:*

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 application 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; and*
   4. *Have not within a three (3) year period preceding this application had one or more federal, state or local government transactions terminated for cause or default*.
3. *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 application 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.*

**Failure to provide this certification may result in the disqualification of the Applicant’s application, at the discretion of the Department.**

|  |  |
| --- | --- |
| ***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. |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

FEDERAL FUNDING REQUIREMENTS AND ASSURANCES

|  |  |
| --- | --- |
| **School Administrative Unit:** | 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 RFA application will:*

1. *Comply with all reporting requirements at such time, in such manner, and containing such information as the Maine Department of Education, the U.S. Department of Education, Inspector General and/or any other agency, commission, or Department may reasonably require.*
2. *Assure that all Uniformed Grant Guidance (*[*Addendum A*](#Uniform_Guidance)*) protocols for procurement will be followed.*
3. *Use the federal programming funds for only the activities identified in any agreement with the Department and be able to provide a written documentation of expenses while assuring that all Uniformed Grant Guidance (*[*Addendum A*](#Uniform_Guidance)*) protocols for procurement have been followed.*
4. *Use the* [*GEER*](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Foese.ed.gov%2Ffiles%2F2022%2F12%2FESSER-and-GEER-Use-of-Funds-FAQs-December-7-2022-Update.pdf&data=05%7C01%7CNatalie.Owens%40maine.gov%7C38b92250de3f4d18d17208dae285f0f7%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638071362500044597%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NoRNHVjsKYBrxBAq8lX3pxC6sZ76QM2XjBz3CYR1S9U%3D&reserved=0)*program funds for purposes that are reasonable, necessary, and allowable under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) and American Rescue Plan Act (ARPA).  Additional information about the allowability of the CRRSA and ARPA funds is available on the*[*U.S. Department of Education’s Use of Fund FAQ*](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Foese.ed.gov%2Ffiles%2F2021%2F05%2FESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf&data=04%7C01%7CPage.Nichols%40maine.gov%7C88a29e73834d4bc3417108da141fd32f%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637844424156575152%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=DpNOQRvQswm0DDNM1ixxF04F0WHw4JkLzFuxYFeFQRE%3D&reserved=0)*.*
5. *Use funds received under section 2001(d) of the ARP for any activity listed in section 2001(e). Any activity that is an allowable use of Elementary and Secondary Schools Emergency Relief (ESSER I) funds by an applicant under section 18003(d) of the Coronavirus Aid, Recovery and Economic Security (CARES) Act, or ESSER II funds by an applicant under section 313(d) of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, is also an allowable use of ARP ESSER funds by an applicant under section 2001(d) of the ARP ESSER.*
6. *Acknowledge that ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:*
7. *coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;*
8. *training and professional development on sanitizing and minimizing the spread of infectious diseases;*
9. *purchasing supplies to sanitize and clean the applicant’s facilities;*
10. *repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;*
11. *improving indoor air quality;*
12. *addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;*
13. *developing and implementing procedures and systems to improve the preparedness and response efforts of the organization;*
14. *planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;*
15. *purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;*
16. *providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;*
17. *planning and implementing activities related to summer learning and supplemental after-school programs;*
18. *addressing learning loss; and*
19. *other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new staff.*
20. *Maintain and produce records pertaining to the federal funds under* [*2 C.F.R. § 200.334*](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR4acc10e7e3b676f/section-200.334) *and* [*34 C.F.R. § 76.730*](https://www.ecfr.gov/current/title-34/subtitle-A/part-76/subpart-G/subject-group-ECFRceeb2ab4f048d91/section-76.730)*, including financial records related to use of this specific grant program, separately from other grant funds, including funds that an applicant receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The DOE will ensure that it and every subrecipient of ARP ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.*
21. *Sign a set of assurances that meets the requirements of* [*section 427 and 442*](https://crsreports.congress.gov/product/pdf/R/R41119/3) *of the General Education Provisions Act (GEPA) (*[*20 U.S.C. 1232e*](https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-section1232e&num=0&edition=prelim#:~:text=%C2%A71232e.%20Single%20local%20educational%20agency%20application%20%28a%29,General%20application%20to%20State%20agency%20or%20board)*) that will be kept on file at the Department.*
22. *To the extent practicable, comply with the requirements of section 427 of GEPA* [*(20 U.AS.C. 1228a)*](https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-section1228a&num=0&edition=prelim) *permitting students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.*
23. *Acknowledge and agree that failure to comply with all federal funding requirements in this RFA, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the ARP act or any other applicable law or regulation, may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.*
24. *Comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.*
25. *Assure that the RFA application provides detailed project and budgetary information related to preparing for, preventing, and responding to the COVID-19 pandemic and aligns to the allowable uses of the American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021. The Department of Education will review applications. The applicant will only request reimbursement for projects and budgets that were deemed allowable, necessary, and reasonable after approval from the Department of Education.*
26. *Acknowledge and accept that recipients and subrecipients are the first line of defense, and responsible for ensuring the federal funds are not used for ineligible purposes, and there is no fraud, waste, and abuse associated with their federally funded award.*

Failure to provide this certification may result in the disqualification of the Applicant’s application, at the discretion of the Department.

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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. |

**State of Maine - Department of Education**

**RFA# 202306131**

**A Future for ME Transition Regional Interagency Collaborative Grant**

APPLICATION

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| **General Instructions** |
| 1. Applicants should be brief and concise in providing written information required in this application. 2. Refer to “Submitting the Application” in the RFA for the application submission requirements. 3. Failure to respond to all questions and instructions throughout the RFA may result in the application being disqualified as non-responsive or receiving a reduced score. The Department, and its evaluation team, has sole discretion to determine whether a variance from the RFA specifications will result either in disqualification or reduction in scoring of an application. |

**Criteria 1: Eligibility Requirements**

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| **Applicant’s Organization is an SAU as defined under** [**20-A M.R.S. §8601-A (1))**](http://legislature.maine.gov/statutes/20-A/title20-Asec1.html) | Yes  No |
| **In partnership with:**  *A signed and completed Partnership Assurance Form for each partner must be submitted with the Application.* | Names of Partners: |
| Click or tap here to enter text. |
| Click or tap here to enter text.2) 2) |
| Click or tap here to enter text.3) |
| Click or tap here to enter text. |
| Click or tap here to enter text. |

**Criteria 2: Scope of Work**

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| **Estimated Number of Students to be Served** |
| Click or tap here to enter text. |

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| **Identification of Need**  *Describe the needs of the MeTRIC related to the provision of coordinated sets of transition services and how the funds will enable them to overcome the identified barriers. Include regional demographics in your description.* |
| Click or tap here to enter text. |

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| **Project Description**  *Provide a through description of the project you are proposing and how it will address the needs identified above. Applicants should also include the Mission and Vision of your MeTRIC. The key characteristics of the proposed collaborative approach are strategic planning based on a shared vision, services that complement classroom activities, frequent communication to assess impact, an outcome-oriented approach, and shared decision-making and responsibilities. Define how the MeTRIC approach will support the collaborative efforts to achieve goals and outcomes identified to provide seamless, sustainable transition outcomes for students with disabilities in the region.* |
| Click or tap here to enter text. |

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| **Key Personnel**  *Identify key members of the MeTRIC leadership, their functions, and their duties. To ensure sustainability,* ***no personnel costs*** *are to be included in the application budget.* | | |
| **Name and Title** | **Organization** | **Duties & Responsibilities** |
| 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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| **Professional Learning**  *Describe the transition professional learnings your regional team may require to support their duties and responsibilities in your collaborative. (ex. Acre, Maier etc.)* |
| Click or tap here to enter text. |

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| **Family Engagement Strategies**  *Describe how families will be engaged and informed about their student's progress. Explicitly highlight the Metrics' commitment to serving our students with IEPs who are multilingual or from economically insecure families.* |
| Click or tap here to enter text. |

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| **Transition Strategies**  *Describe the transition strategies that will be utilized to develop Pre ETS or post-secondary skills sets both in and outside the classroom. Ex. Person Centered Planning, Student Led IEP Meetings etc.* |
| Click or tap here to enter text. |

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| **Whole Child Framework**  *Explain the* [*significance of the evidence-based, whole-student approach that aligns with MDOE Whole Child Framework.*](https://www.maine.gov/doe/learning/II/wholestudent/healthy) |
| Click or tap here to enter text. |

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| **Inclusion and Support**  *Describe the multi-tiered system of support and plans for inclusion, including:*   * *Identify benefits and barriers* * *Evidence-based methods for meeting the needs of students with disabilities and multilingual learners within the regular classroom setting* * *Evidence-based methods for utilizing culturally sustaining practices* * *Coordinated participation by staff in IEP processes and meetings* |
| Click or tap here to enter text. |

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| **Outcomes and Evaluation**  *Provide an evaluation plan which includes methods for data collection that will be useful to program development and ongoing improvement, including opportunity to plan for individualized needs, track student with IEP transition skills development, and provide timely and actionable feedback to Interagency Collaborative members. This includes how the applicant will:*   1. *Improve attendance, decrease in truancy rates,* [*B13*](http://project10.info/DetailPagePrint.php?ID=310) *data alignment between Section 9 and Section 5 of the IEP, and* 2. *Improve graduation rates* [*(B1)*](http://project10.info/DetailPagePrint.php?ID=310) *for students with IEPs in the region, minimize dropout rates (*[*B2*](http://project10.info/DetailPagePrint.php?ID=310)*), and improve post-school outcomes (*[*B14*](http://project10.info/DetailPagePrint.php?ID=310)*).* |
| Click or tap here to enter text. |

**Criteria 3: Interagency Collaboration and Partnership**

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| **Innovative Model of Collaboration and Partnership**  *Describe the innovative model of collaboration and partnerships, and the coordination of funding to secure a seamless system of transition services provided by the required interagency partners.* |
| Click or tap here to enter text. |

**Criteria 4: Competitive Priorities (5 points each)**

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| **Does the Collaboration include partnerships with other SAUs, SPPSs, 60/40 or 70/30 schools, CTE’s and/or Adult Ed, community providers, local industries, and businesses. Application must demonstrate that partnerships will provide meaningful and robust systems of transition supports to students and families.** | Yes  No |
| Click or tap here to enter text. | |

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| **Demonstrate how the MeTRIC will start, expand, and/or increase equitable access to transition services leveraging the LRE.** |
| Click or tap here to enter text. |

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| **Transition Inclusion Programming**  *Does the MeTRIC exceed 10 hours of transition inclusion programming? Describe the elements of the programming and how it addresses the development of transition skills. What are the minimum hours per week?* |
| Click or tap here to enter text. |

**Criteria 5: Sustainability**

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| **Sustainability**  *Describe a comprehensive sustainability plan detailing how the transition resources and initiatives etc. will continue to be used after the initial grant outlay of funds. Include a description of how the SAU and its partners will ensure sustainability of transition initiative or LRE programs following the grant funding period.* |
| Click or tap here to enter text. |

**Criteria 6: Budget**

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| *The budget should include overall projected expenses for the proposed MeTRIC. The proposed budget for start-up and/or expansion of transition services by the SAU(s) should include only allowable costs under this grant program. Costs should be reasonable and justifiable for achieving high-quality programming and meeting program standards. To ensure sustainability,* ***no personnel costs*** *are to be included in the budget.* | | |
| **Budget Category** | **Amount Requested** | **Explanation of expense** |
| Instructional materials and supplies | Click or tap here to enter text. | Click or tap here to enter text. |
| Non-instructional materials and supplies | Click or tap here to enter text. | Click or tap here to enter text. |
| Related services | Click or tap here to enter text. | Click or tap here to enter text. |
| Community Experiences *(For example, refer to Adaptive Sports Appendix in RFA Guidance Document.)* | Click or tap here to enter text. | Click or tap here to enter text. |
| Employment or other post-school independent living training | Click or tap here to enter text. | Click or tap here to enter text. |
| Acquisition of daily living skills | Click or tap here to enter text. | Click or tap here to enter text. |
| Functional vocational evaluations | Click or tap here to enter text. | Click or tap here to enter text. |
| Technology access | Click or tap here to enter text. | Click or tap here to enter text. |
| Transportation *(For example, refer to Transportation Appendix in RFA Guidance Document.)* | Click or tap here to enter text. | Click or tap here to enter text. |
| Other (specify) | Click or tap here to enter text. | Click or tap here to enter text. |
| TOTAL REQUEST | Click or tap here to enter text. |  |

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| **Budget Narrative**  *Provide a detailed explanation of the proposed MeTRIC expenses. Explain how:*   * *the proposed initiative will be sustained and supported beyond the 2023-2024 school year,* * *what additional funding sources may be necessary to support implementation, and* * *potential funding sources that could be utilized.* |
| Click or tap here to enter text. |

**Appendices A, B, C, & D**

**Appendix A**Agency Uniform Guidance

[Addendum A - Agency Uniform Guidance 03222023\_FDD272FC-FF63-4BC5-9CF3-B31FFA3D48132023-03-22T16-55-59](https://stateofmaine.sharepoint.com/sites/DAFS-Procurement-Services-Intranet/PreservationHoldLibrary/Addendum%20A%20-%20Agency%20Uniform%20Guidance%2003222023_FDD272FC-FF63-4BC5-9CF3-B31FFA3D48132023-03-22T16-55-59.docx)

**Appendix B**

Transportation Guidance



**Appendix C**

A Guide to Developing Collaborative

School-Community Business Partnerships



**Appendix D**

Adaptive Sports and Recreational Opportunities in Maine

