



PROCUREMENT JUSTIFICATION FORM (PJF)

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

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

PART I: OVERVIEW			
Department Office/Division/Program:	Education/Innovation/Innovative Teaching and Learning		
Department Contract Administrator or Grant Coordinator:	Beth Lambert		
(If applicable) Department Reference #:	N/A		
Amount: (Contract/Amendment/Grant)	\$ 79,000	Advantage CT / RQS #:	2022081600000000494
CONTRACT	Proposed Start Date:	8/29/2022	Proposed End Date: 7/31/2023
AMENDMENT	Original Start Date:		Effective Date:
	Previous End Date:		New End Date:
GRANT	Project Start Date:		Grant Start Date:
	Project End Date:		Grant End Date:
Vendor/Provider/Grantee Name, City, State:	Maine ASCD, 50 Republic Avenue, Topsham, ME 04086		
Brief Description of Goods/Services/Grant:	professional development and accompanying resources and services		

PART II: JUSTIFICATION FOR VENDOR SELECTION			
Check the box below for the justification(s) that applies to this request. (Check all that apply.)			
<input type="checkbox"/>	A. Competitive Process	<input type="checkbox"/>	G. Grant
<input type="checkbox"/>	B. Amendment	<input type="checkbox"/>	H. State Statute/Agency Directed
<input checked="" type="checkbox"/>	C. Single Source/Unique Vendor	<input type="checkbox"/>	I. Federal Agency Directed
<input type="checkbox"/>	D. Proprietary/Copyright/Patents	<input type="checkbox"/>	J. Willing and Qualified
<input type="checkbox"/>	E. Emergency	<input type="checkbox"/>	K. Client Choice
<input type="checkbox"/>	F. University Cooperative Project	<input type="checkbox"/>	L. Other Authorization

Please respond to ALL of the questions in the following sections.

PART III: SUPPLEMENTAL INFORMATION

1. Provide a more detailed description and explain the need for the goods, services or grant to supplement the response in Part I.

The Maine DOE is working to engage with all educators in Maine, by using an easy-to-use and accessible model of professional learning, along with evidence-based support systems, resources, and collaborative structures, to integrate and facilitate the principles and tenets of whole-student learning. Ample, longitudinal research demonstrates that a Whole Student approach strengthens learning outcomes; supports Diversity, Equity, Inclusion, and Belonging (DEIB); and incubates innovation. Emerging research also underscores the profound learning loss resulting from the COVID-19 pandemic. Whole Student Education will be pivotal both to education recovery efforts and to education reimaged in this critical post-pandemic era.

Maine ASCD will expand the existing ASCD Whole Child Framework (with its tenets Healthy, Safe, Engaged, Supported, and Challenged) to include a sixth: PREPARED. With a focus on the PK-16+ continuum, Maine ASCD will reframe the model as a WHOLE STUDENT approach. The expanded framework will treat PREPARED as both an outcome and a practice and will concentrate redesign efforts to emphasize preparation and workforce readiness, including considerations such as career exploration, extended learning, authentic and applied learning, project and service learning, and other related approaches. Efforts to promote academic rigor and social and emotional learning (SEL) have failed to translate to workforce outcomes. MAINE'S WHOLE STUDENT approach is an important remedy, connecting whole schools and whole communities to nurture Whole Students. Entry points for education professionals of every role and context will be built into project design.

Maine ASCD has developed an award-winning suite of micro-credentials to support the anywhere/anytime learning of professional educators in integrating Whole Student learning structures, systems, and practices, which will be made available to all Maine educators. Each micro-credential comes with a list of competency-based goals and targets that align with research-based practices regarding each Whole Student tenet. It is the responsibility of the educator who is engaging with the micro-credential to demonstrate their competency in the specified tenet by aligning their practices to those competencies. Maine ASCD uses a universal digital badging platform to award successful completion of the micro-credentials, and also provides a certificate of completion for contact hours. Maine ASCD Board of Director members analyze and evaluate each submission for approval. Maine ASCD will also develop and curate an accessible learning platform that will be a one-stop resource for educators to access the Whole Student micro-credential suite, be a repository of research- and evidence-based practices, and act as a synchronous/asynchronous EdCamp-inspired design hub for educators to connect and collaborate in solving current and future challenges in the education sphere.

2. Provide a brief justification for the selected vendor to supplement the response in Part II. Reference the RFP number, if applicable.

The award-winning state affiliate of global ASCD—holders of the trademark Whole Child and partners with the CDC in developing the Whole Child Framework, Maine ASCD is well positioned, both with resources and expertise, to lead and support this effort and to take it to scale. As the holder of the trademark, this provider is uniquely situated to provide these services. No other provider would be able to provide these exact services. The provider already has the suite of micro credential suite aligned to the Whole Student Framework developed and will make available to the State for a significantly reduced cost.

PART III: SUPPLEMENTAL INFORMATION

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

This contract with Maine ASCD will, among other elements such as consulting, resource development, and professional learning, provide the Maine ASCD Whole Student access to obtaining the micro-credential to every educator in Maine. As of 2022, there are 14,907 educators in Maine. If we were paying for each educator to obtain the Whole Student micro credential suite, it would cost \$300 per educator for a total of \$4.4 million, so this contract is a significant cost savings to the State.

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

If there is a future need for similar professional learning or resources, the Department will consider all procurement options, including the RFP process, if there are multiple potential providers available.

PART IV: AMERICAN RESCUE PLAN ACT (ARPA) / MAINE JOBS & RECOVERY PLAN (MJRP)



Does this request utilize ARPA/MJRP funds?

Yes – If Yes, please attach the approved Business Case(s).

No – If No, proceed to Part V.

PART V: APPROVALS

The signatures below indicate approval of this procurement request.

Signature of requesting Department's Commissioner (or designee):			
Typed Name:	Daniel A. Chuhta	Date:	8/18/2022
Signature of DAFS Procurement Official:	 <small>DocuSigned by: 066BBD96EE5347F...</small>		
Typed Name:	Michelle Fournier	Date:	9/8/2022