**STATE OF MAINE**

**Department of** **Education**

*Workforce Development and Innovative Pathways, Adult Education and Family Literacy*



**RFP# 202312252**

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)**

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| **RFP Coordinator** | *All communication regarding the RFP must be made through the RFP Coordinator identified below*.  **Name:** Steve Airoldi **Title:** Workforce Development Coordinator  **Contact Information:** [steven.airoldi@maine.gov](mailto:steven.airoldi@maine.gov) |
| **Applicants’ Conference** | **Date:** February 5, 2024 **Time:** 12:00 p.m., local time  **Location:** <https://mainestate.zoom.us/j/84849696991> |
| **Submitted Questions Due** | *All questions must be received by the RFP Coordinator identified above by:*  **Date:** February 9, 2024, no later than 11:59 p.m., local time |
| **Proposal Submission Deadline** | *Proposals must be received by the Division of Procurement Services by:*  **Submission Deadline:** March 7, 2024, no later than 11:59 p.m., local time.  *Proposals must be submitted electronically to:* [Proposals@maine.gov](mailto:Proposals@maine.gov) |

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PUBLIC NOTICE

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**State of Maine**

**Department of Education**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

The State of Maine is seeking proposals to provide adult education and literacy programs, activities and services, including programs providing activities concurrently.

A copy of the RFP as well as the Question & Answer Summary and all amendments related to the RFP, can be obtained at:

<https://www.maine.gov/dafs/bbm/procurementservices/vendors/rfps>

Proposals must be submitted to the State of Maine Division of Procurement Services, via e-mail, at: [Proposals@maine.gov](mailto:Proposals@maine.gov). Proposal submissions must be received no later than 11:59 p.m., local time, on March 7, 2024. Proposals will be opened the following business day. Proposals not submitted to the Division of Procurement Services’ aforementioned e-mail address by the aforementioned deadline will not be considered for contract award.

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**RFP TERMS/ACRONYMS with DEFINITIONS**

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

1. **RFP:** Request for Proposals *(state definition)*
2. **State:** State of Maine *(state definition)*
3. **Administrative Costs:** An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:
   1. planning;
   2. administration, including carrying out performance accountability requirements;
   3. professional development;
   4. providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate, and
   5. carrying out the one-stop partner responsibilities described in §678.420 including contributing to the infrastructure costs of the one-stop delivery system (34 CFR  463.26).
4. **Adult Education (AE):** Academic instruction and education services below the postsecondary level that increase an individual’s ability to:
   1. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
   2. transition to postsecondary education and training; and
   3. obtain employment (WIOA, § 203(1)).
5. **Adult Basic Education (ABE):** A component of adult education with instruction in the basic skills below the 9th grade level (0-8). Includes instruction for learners at the Beginning and Intermediate level *(state definition)*.
6. **Adult Education and Career Development Hub (Hub or AECDH**): The area or counties in Maine to be served under one contract and with one fiscal agent *(state definition)*
7. **AEFLA:** Adult Education and Family Literacy Act
8. **Adult Education and Literacy Activities:** Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training (WIOA § 203(2)).
9. **Adult High School Diploma:** Secondary educational offerings that lead to a high school diploma awarded by the local school administrative unit. *(state definition)*
10. **Adult Secondary Education (ASE):** A component of adult education with instruction in basic skills at or above 9th grade level (9-12). Key objectives include preparation for equivalency diploma examination. *(state definition)*
11. **Americans with Disabilities Act (ADA):** A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life. For a full definition of ADA, visit the [ADA website](http://www.ada.gov/). *(state definition)*
12. **Basic Skills Deficient**: With respect to an individual—
    1. who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
    2. who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society (WIOA §3(5)).
13. **Career Pathway**: A combination of rigorous and high-quality education, training, and other services that—
    1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
    2. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
    3. includes counseling to support an individual in achieving the individual’s education and career goals;
    4. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
    5. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
    6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
    7. helps an individual enter or advance within a specific occupation or occupational cluster (WIOA §3(7)).
14. **CASAS**— **Comprehensive Adult Student Assessment System**: The State-approved assessment designed to assess reading and math skills of adult education learners *(state definition).*
15. **Classroom Instruction:** Consists of:
    1. focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners;
    2. curriculum aligned to the College and Career Readiness Standards;
    3. scheduled, leveled classes; and taught by an instructor with valid Maine certification or who meets any minimum qualifications established by the State, where applicable, and
    4. who have access to high quality professional development *(state definition)*
16. [College and Career Readiness Standards for Adult Education (CCRS](https://lincs.ed.gov/professional-development/resource-collections/profile-521)**):** A set of academic standards that reflect the content most relevant to preparing adult learners for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts and mathematics *(state definition)*
17. **Consortium:** A group of two or more individuals, organizations, businesses, or other entities joining together for a shared purpose or to work towards a common objective *(state definition)*
18. **Contextualized Instruction:** Instruction that links the learning of basic skills with the occupational content to which the skills need to be applied *(state definition)*.
19. **Correctional Institution**: The term “correctional institution” means any:
    1. prison
    2. jail
    3. reformatory
    4. work farm
    5. detention center or
    6. halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (WIOA, §225(e)(1)).
20. **Credential of Value-** Credentials of value include college degrees, skilled trade credentials, and professional certificates and certifications
21. **Digital Equity**: According to the [National Digital Inclusion Alliance](https://www.digitalinclusion.org/definitions/), digital equity is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy, and economy. Digital equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services *(state definition)*
22. **Distance Learning:** Any educational or learning process or system in which the teacher and instructor are separated geographically or in time from his or her learners; or in which learners are separated from other learners or educational resources *(state definition)*
23. [**Education Department General Administrative Regulations (EDGAR)**](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)**:** US Department of Education’s regulations governing funding.
24. **Educational Functioning Level (EFL**): Levels at which learners are initially placed and continue to move through scope of services based on their ability to perform literacy-related tasks in specific content areas as determined by a State-approved standardized assessment *(state definition)*
25. **Educational Gain:** After progress testing, a student completes or advances one or more educational functioning levels (EFL) from the initial starting level as measured by a State-approved standardized assessment *(state definition).*
26. **Eligible Agency:** The sole state entity or agency responsible for administering or supervising state policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively (WIOA 203(3)).
27. **Eligible Individual:** An individual--
    1. who has attained 16 years of age
    2. who is not enrolled or required to be enrolled in secondary school under State law and
    3. who—
       1. is basic skills deficient
       2. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level or education; or
       3. is an English language learner (WIOA, §203(4)).
28. **Eligible Provider:** An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—
    1. a local educational agency
    2. a community-based organization or faith-based organization
    3. a volunteer literacy organization
    4. an institution of higher education
    5. a public or private nonprofit agency
    6. a library
    7. a public housing authority
    8. a nonprofit institution that is not described in any of subparagraphs A) through G) and has the ability to provide adult education and literacy activities to eligible individuals (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs A) through H); and
    9. a partnership between an employer and an entity described in any of subparagraphs (A) through (I) (WIOA §203(5)).
29. **English Language Acquisition (ELA) Program:** A program of instruction—
    1. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
    2. that leads to—
       1. attainment of a secondary school diploma or its recognized equivalent; and
       2. transition to postsecondary education and training; or
       3. employment (WIOA §203(6)).
30. **English Language Learner (ELL):** With respect to an eligible individual, means an individual who has limited ability in reading, writing, speaking, or comprehending the English language and—
    1. whose native language is a language other than English; or
    2. who lives in a family or community environment where a language other than English is the dominant language (WIOA §203(7)).
31. [**English Language Proficiency Standards (ELPS):**](https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf)The ELPS were developed as a framework to strengthen adult English language acquisitions programs to meet the demands set forth under the Workforce Innovation and Opportunity Act. The ELPS specify the language knowledge and skills adult English learners need to develop to demonstrate competence in academic content standards in English language arts and literacy, mathematics, and science (CCRS and [Next Generation Science Standards](https://www.nextgenscience.org/)) and to achieve their postsecondary and career goals *(state definition)*.
32. **Essential Components of Reading Instruction**: Explicit and systematic instruction in—
    1. phonemic awareness
    2. phonics
    3. vocabulary development
    4. fluency, including oral reading skills

and

* 1. reading comprehension strategies (20 U.S.C. 6368.3).

1. **Fiscal Year (FY):** Maine Adult Education’s fiscal year begins July 1 and ends June 30 *(state definition).*
2. **Flexible Scheduled Classes**: Classes that are scheduled in such a way that meets the needs of the greatest number of participants in terms of start and end times, hours per week and entire course length *(state definition)*.
3. **Foreign Trained Professionals** -individualized with a post-secondary education including professional certifications and higher.
4. [**General Education Provisions Act (GEPA):**](https://oese.ed.gov/files/2021/10/General-Education-Provisions-Act-GEPA-Requirements-Section-427-ED-GEPA-427-Form.pdf)Section 427 requires each applicant for assistance under U.S. Department of Education federally funded programs to provide a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs *(state definition)*.
5. **High School Completion (HSC):** Attainment of high school credentials. Either through the completion of a course of study and the awarding of a diploma, or meeting the requirements of a high school equivalency credential *(state definition)*.
6. **High School Equivalency (HSE):** A recognized equivalent to a high school diploma. Maine uses the [HiSET®](https://hiset.org/) as its high school equivalency credential *(state definition).*
7. **Individualized Learning Plan (ILP):** A plan that is jointly developed by the learner and academic and career advisor. The ILP is an ongoing strategy to identify academic, training, and employment goals, and the steps to achieve them. It should also include information on resources available through other service providers, including referrals to other programs for specified activities *(state definition)*.
8. **Individualized Academic and Career Services:** Services that include, as appropriate, comprehensive skills assessment (both academic and vocational), academic and career exploration and planning guidance, and development of an individualized learning plan in order to help individuals to obtain or retain employment *(state definition)*.
9. **In-Kind:** Valued non-cash contributions, services, property, or assistance received by the literacy program for literacy program operations *(state definition)*.
10. **Instructional Materials**: Content that conveys the essential knowledge and skills of a subject in the curriculum through a medium or a combination of media to a student. The term includes printed and non-printed materials, and may include textbooks, workbooks, technology-based materials (i.e., software, online resources, video and audio, etc.), and other educational resources *(state definition)*.
11. **Integrated English Literacy and Civics Education (IELCE):** Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables these adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training (WIOA §203(12)).
12. **Integrated Education and Training (IET):** A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (WIOA §203(11)).
13. **Intensity and Duration:** Educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults *(state definition)*
14. **Learner Engagement:** The degree of attention, curiosity, interest, optimism and passion that learners show when they are learning or being taught which extends to the level of motivation needed to learn and progress in their education *(state definition)*
15. **Learning Labs:** An open learning environment that offers learners support in their individual courses of study and is taught by a qualified or appropriately certified instructor *(state definition)*
16. **Literacy:**An individual’s ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society (WIOA §203(13)).
17. **Local Boards (LB):** A local workforce development board established under Section 107(c)(4)(B)(i) (WIOA §3(33)).
18. **Local Educational Agency (LEA):** The meaning given the term in section [9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) (WIOA §3(34).](https://uscode.house.gov/view.xhtml?req=(title:20%20section:7801%20edition:prelim))
19. **Library:** A public, state, and community funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources *(state definition)*.
20. **Maine DOE:** Maine Department of Education
21. **Managed Enrollment**: A system that allows learners to enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term *(state definition)*.
22. **Measurable Skill Gain (MSG):** A performance indicator of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment *(state definition)*.
23. **Multilingual Learner (ML):** Learners with a primary or home language other than English who are in the process of acquiring English *(state definition)*.
24. **National Reporting System (NRS)**: An outcome-based reporting system for the state-administered federally funded literacy program *(state definition)*.
25. **Non-Federal Match:** The commitment of state or other non-federal funds required to receive federal contributions *(state definition)*.
26. **Open Enrollment:**  A system that allows learners to enter and exit a class at nearly any point throughout its term. Learners are free to come to class when they can, miss when they must, drop out for a while, and return without any wait time. Teachers may or may not receive notice of or information on new learners before they arrive in class *(state definition)*.
27. **Real**-**life Contexts**: Learning activities that ensure participants develop the skills needed to compete in the workplace, exercise the rights and responsibilities of citizenship, and/or teach academic subjects and transitional skills to be successful in postsecondary education or skill training *(state definition)*.
28. **Research-based Instruction**: Research-based instructional programs, according to the U.S. Department of Education, are those that withstand the test of standard scientific testing practices. Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review. The conclusions of scientific research can be replicated and generalized. Part of the test for research-based instructional programs is whether they have a record of success in a variety of schools *(state definition)*.
29. **Substantial learning gain:** A significant improvement in a learner’s knowledge and skills after a specific period of instruction. For example, after 70-100 hours of instruction, an increase of 3-5 points on the State-approved assessment could be characterized as a substantial learning gain *(state definition)*.
30. **Supportive Services:** Services such as transportation, childcare, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act (WIOA §3(59)).
31. **Workforce Preparation Activities:**Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (WIOA §203(17)).
32. **Workplace Adult Education and Literacy Activities:** Adult education and literacy activities offered by an eligible provider in a collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce (WIOA §203(16)).
33. **Unsubsidized Employment:** Full or part-time employment in the public or private sector that is not subsidized by TANF or any other public program (45 CFR §261.2(b)).

**State of Maine - Department of Education**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

**PART I INTRODUCTION**

1. **Purpose and Background**

The Maine Department of Education (Maine DOE), as required by the [Workforce Innovation and Opportunity Act (WIOA)](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf), is conducting a competitive Request for Proposals (RFP) to award multi-year funding to eligible agencies for the provision of WIOA Title II Adult Education and Family Literacy Act (AEFLA) services. These adult education and literacy programs, activities, and services are defined in this RFP document. According to the 2022 American Community Survey, Maine has 17,176 adults ages 25 and over with less than a 9th grade education who need AEFLA services to improve their academic and workforce prospects.

It is the purpose of Maine Adult Education under WIOA to provide adult education and literacy services that also align with the goals in the [State of Maine Unified Plan](https://www.maine.gov/swb/reports/state_plan/index.shtml) and encourage the growth of educational opportunities and, where applicable, to ensure career, citizenship and college readiness for all Maine adults ([Maine Education and School Statutes 20-A, 8601](https://www.mainelegislature.org/legis/statutes/20-a/title20-Asec8601-A.html)). This document also provides instructions for submitting proposals, the procedure and criteria by which the Provider(s) will be selected and the contractual terms which will govern the relationship between the State of Maine (State) and the awarded Applicant(s).

Signed into law in 2014, WIOA requires the alignment of workforce, education, and economic development systems to support access to high-quality, comprehensive, and accessible workforce services for all individuals, including those with significant barriers to employment.

WIOA Required Core Partners:

* Title I: Adult, Dislocated Worker, and Youth Programs
* Title II: Adult Education and Literacy Program
* Title III: Wagner-Peyser Employment Services
* Title IV: Vocational Rehabilitation Program

In Maine, Titles I, III, and IV are administered by the Maine Department of Labor. Title II is under the administration of the Maine Department of Education. The Maine Department of Education works collaboratively with the core partners to address the WIOA requirements and to ensure that adult education and literacy is an integral component of the Maine workforce system. Within the Maine Department of Education, the Office of Adult Education (State Office) is responsible for the administration and oversight of Maine’s statewide adult education system.

In statute ([20-A M.R.S. § 8601-A](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec8601-A.html)), adult education means an education program primarily operated for individuals beyond the compulsory school age that is administered by school administrative units through a career pathways and service system and that, except as provided in 8602-B, includes intake, assessment, advising, instruction and individual learning plans; is guided by data management and analysis, annual monitoring and annual professional development plans; uses appropriately certified staff; is designed to meet identified local needs; makes use of partnerships and alignment with workforce development, postsecondary institutions and support services; and offers at least four (4) of the following program areas:

* 1. Basic literacy instruction or instruction in English as a Second Language
  2. High school completion courses
  3. College transition courses
  4. Adult workforce training and retraining

and

* 1. Adult career and technical education

Beginning in FY18, the State established nine (9) adult education and career development areas that were aligned with the boundaries of the three local workforce boards. To encourage innovation and to maximize efficiencies and resources, local adult education providers within these geographic areas were formed into hubs.

Each hub contains the following counties and workforce boards:

|  |  |  |
| --- | --- | --- |
| **Adult Education and Career Development Hub** | **Workforce Board Area** | **Counties Served** |
| 1 | Northeastern | Hancock, Washington |
| 2 | Northeastern | Aroostook |
| 3 | Northeastern | Penobscot, Piscataquis |
| 4 | Central/Western | Franklin, Somerset |
| 5 | Central/Western | Kennebec |
| 6 | Central/Western | Androscoggin, Oxford |
| 7 | Coastal Counties | Knox, Lincoln, Sagadahoc, Waldo |
| 8 | Coastal Counties | Cumberland |
| 9 | Coastal Counties | York |

1. **General Provisions**
   1. From the time the RFP is issued until award notification is made, all contact with the State regarding the RFP must be made through the RFP Coordinator. No other person/ State employee is empowered to make binding statements regarding the RFP. Violation of this provision may lead to disqualification from the bidding process at the State’s discretion.
   2. Issuance of the RFP does not commit the Maine DOE to issue an award or to pay expenses incurred by an Applicant in the preparation of a response to the RFP.
   3. All proposals must adhere to the instructions and format requirements outlined in the RFP and all written supplements and amendments (such as the Summary of Questions and Answers), issued by the Maine DOE. Proposals are to follow the format and respond to all questions and instructions specified below in the “Proposal Submission Requirements” section of the RFP.
   4. Applicants will take careful note that in evaluating a proposal submitted in response to the RFP, the Maine DOE will consider materials provided in the proposal and internal Departmental information of previous contract history with the Applicant (if any). The Maine DOE also reserves the right to consider other reliable references and publicly available information in evaluating an Applicant’s experience and capabilities.
   5. The proposal must be signed by a person authorized to legally bind the Applicant and must contain a statement that the proposal and the pricing contained therein will remain valid and binding for a period of 180 days from the date and time of the bid opening.
   6. The RFP and the awarded Applicant’s proposal, including all appendices or attachments, will be the basis for the final contract, as determined by the Maine DOE.
   7. Following announcement of an award decision, all submissions in response to this RFP 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.).
   8. The Maine DOE, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to the RFP.
   9. 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.
   10. **Consortium Applicants:**
   11. Applications must identify one organization that will act as the lead organization for the consortium. The lead organization shall submit a single proposal on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the roles and responsibilities of each member organization.
   12. The lead organization serves as the application organization of record, the legally recognized fiscal agent for the grant project, and the single point of contact for the Maine DOE . The lead organization is responsible for overseeing the implementation of all aspects of the grant, e.g., project plan, grant project monitoring, data reporting, and fiscal management and communicating these terms and conditions to consortia members.
   13. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.
   14. All consortium members must provide data separately.
2. **Eligibility to Submit Bids**

An applicant must be determined to be an **eligible provider** for the proposal to be considered.

An eligible provider is any organization that has demonstrated effectiveness in two (2) consecutive years (*state requirement*) in providing adult education and literacy activities. These organizations may include, but are not limited to:

a. A local education agency;

b. A community-based organization or faith-based organization;

c. A volunteer literacy program

d. An institution of higher education;

e. A public or private nonprofit agency

f. A library

g. A public housing authority

h. A nonprofit institution that is not described in any of paragraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals.

i. A consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h); and

j. A partnership between an employer and an entity described in any of paragraphs(a) through (i)

**An eligible provider must demonstrate past effectiveness** by providing performance data on its record of improving the skills of eligible individuals. Particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics and English language acquisition, along with other subject areas relevant to the services contained in this Request for Proposals.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may demonstrate effectiveness and thereby meet the requirements of this section:

* 1. An eligible provider that has been funded under Title II of the Workforce Innovation and Opportunity Act must provide performance data required under Section 116 to demonstrate past effectiveness.
  2. An eligible provider that has not been previously funded under Title II of the Workforce Innovation and Opportunity Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes in employment, secondary school credential attainment and transition to postsecondary education and training.

Applicants must demonstrate past effectiveness by completing **Appendix G** of this RFP. The source of data must be noted on the chart. If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided on the chart. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

**Consortium Applicants:**

The consortium must meet the eligibility criteria as outlined above. Each consortium member must complete **Appendix C** and **Appendix G.**

**Corrections Education Applicants:**

In addition to the criteria of eligible providers outlined above, applicants proposing to deliver corrections education and education for other institutionalized individuals must also provide evidence of demonstrated past effectiveness in delivering corrections education in **Appendix G**. An eligible provider can demonstrate past effectiveness by providing two consecutive years of performance data showing their effectiveness in serving eligible individuals in correctional institutions. *(State requirement)*

1. **Contract Term**

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

Contract Renewal: Following the initial term of the contract, the Maine DOE may opt to renew the contract for two (2) renewal periods, as shown in the table below, and subject to continued availability of funding and satisfactory performance. All service providers will participate in regular risk assessment and monitoring to evaluate programming and provide targeted technical assistance.

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

|  |  |  |
| --- | --- | --- |
| **Period** | **Start Date** | **End Date** |
| Initial Period of Performance | July 1, 2024 | June 30, 2026 |
| Renewal Period #1 | July 1, 2026 | June 30, 2028 |
| Renewal Period #2 | July 1, 2028 | June 30, 2029 |

1. **Number of Awards**

The Maine DOE anticipates making multiple awards as a result of this RFP process: One (1) per adult education and career development hub as defined below, for a total of up to nine (9) awards. Estimated award amounts for each hub are in the chart below, though applicants are not restricted by these amounts and may submit budgets that are outside the estimated award amounts indicated.

The Maine DOE reserves the right to award grant funds in amounts different than the applicant’s budget request and the estimated award amount. Such adjustment may be based on how the proposed budget and budget narrative will cover program expenses and whether the requested amount is appropriate and reasonable, as determined by the Maine DOE.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Adult Education & Career Development Hub** | **Counties Served** | **Estimated Base Award Amounts** | **Estimated award based on learner population** | **Estimated average incentive award** | **Estimated total** |
| 1 | Hancock, Washington | $40,000 | $24,544 | $30,000 | $94,544 |
| 2 | Aroostook | $40,000 | $39,385 | $30,000 | $109,385 |
| 3 | Penobscot, Piscataquis | $40,000 | $68,353 | $30,000 | $138,353 |
| 4 | Franklin, Somerset | $40,000 | $38,672 | $30,000 | $108,672 |
| 5 | Kennebec | $40,000 | $52,799 | $30,000 | $122,799 |
| 6 | Androscoggin, Oxford | $40,000 | $121,866 | $30,000 | $191,866 |
| 7 | Sagadahoc, Knox, Waldo, Lincoln | $40,000 | $55,938 | $30,000 | $125,938 |
| 8 | Cumberland | $40,000 | $266,849 | $30,000 | $336,849 |
| 9 | York | $40,000 | $63,073 | $30,000 | $133,073 |
|  |  | **$360,000** | **$731,479\*** | **$270,000\*\*** | **$1,361,479** |

\* An estimated $731,479 is available based on learner population needs as evidenced by the average of the past two years of learners served. Other factors considered were poverty levels and educational attainment levels.

\*\* Incentive awards (estimated $270,000 across the nine (9) regions) will be made based on points allocated in the grant scoring (See Part V, D, 4 of the RFP). Future incentive awards will be based on state priorities and performance metrics.

**PART II SCOPE OF SERVICES TO BE PROVIDED**

1. **Workforce Innovation & Opportunity Act, Sec. 202: Purpose of Services (federal)**

The Eligible Provider will deliver comprehensive **adult education and literacy activities** to **eligible individuals** across their Adult Education and Career Development Hub (AECDH) in order to--

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. assist adults who are parents or family members obtain the education and skills that:
   1. are necessary to becoming full partners in the educational development of their children; and
   2. lead to sustainable improvements in the economic opportunities for their family;
3. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. assist immigrants and other individuals who are English language learners in--
   1. improving their--
   2. reading, writing, speaking, and comprehension skills in English; and
   3. mathematics skills; and
   4. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship (WIOA §202).
5. **Workforce Innovation & Opportunity Act, Sec 231: Considerations**

*In delivering* ***comprehensive adult education and literacy activities****, eligible providers are required to be responsive to the 13 considerations (WIOA §231(e)):*

1. the degree to which the eligible provider would be responsive to—
   1. regional needs as identified in the local plan under section 108; and
   2. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals
      1. who have low levels of literacy skills; or
      2. who are English language learners;
2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
5. whether the eligible provider’s program:
   1. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
   2. uses instructional practices that include the essential components of reading instruction;
6. whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship
9. whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means
10. whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as , transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
13. whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Additionally, the Maine DOE has identified three priorities for AEFLA grant funding and encourages applicants to propose innovative strategies to meet these priorities as part of the AEFLA services:

1. Serving Multilingual learners
2. Digital Equity
3. Integrated Education and Training / Workplace Literacy Activities leading to MSG’s based on academic and occupational learning progress and completions.
4. **Corrections Education and Other Institutionalized Individuals:** *(state requirement)*

Eligible providers may provide corrections education and education for other institutionalized individuals when such facilities are located within their AECDH. Eligible providers must demonstrate past effectiveness in serving eligible individuals in correctional institutions. For more information about eligibility, see PART I, **Error! Reference source not found.**. Priority shall be given to eligible individuals who are likely to leave the correctional institution within five (5) years of participation in the program (WIOA§225).

Eligible programming for corrections education includes adult basic education, literacy, English language acquisition, adult secondary school completion and high school equivalency preparation, college transition, integrated education and training, and workforce preparation. Efforts should focus on increasing support and attention to reentry activities, enhancing access to College and Career Readiness educational opportunities and workforce preparation activities, and expanding access to support services that enable eligible individuals to transition to full, productive members of their communities. ([Maine WIOA Unified State Plan](https://www.maine.gov/swb/reports/state_plan/2020-2023_state_plan/index.shtml))

1. **State Competitive Priority Areas**

The Maine DOE has identified three priorities for AEFLA grant funding and encourages applicants to propose innovative strategies to meet these priorities as part of the AEFLA services:

1. Serving Multilingual learners
2. Equitable service delivery across rural counties
3. Integrated Education and Training allowing MSG’s based on academic and occupational learning progress and completions

1. **Allowable Expenditures**

Those costs that are necessary, reasonable, and allocable as permitted by [EDGAR Uniform Grant Guidance, and permitted by WIOA Title II, WIOA Title II Rule and Joint Rule](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html), are allowable. Funding must be used to support the development, planning, and operation of comprehensive adult education and literacy activities to eligible individuals and across the adult education and career development hub including costs related to WIOA Sect 121 (b) (A). *(state requirement)*

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 instruction for eligible individuals, testing, orientation, advising, and other activities involving working directly with eligible individuals.
2. Salary and benefits for clerical support. Clerical support is an administrative cost and must be included in the 5% limit on administrative costs. Special Rule for Local Administration Costs Limits (refer to WIOA §233)—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(s), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes.
3. Purchase of CCRS- and ELPS-aligned curriculum materials, including educational and instructional software *(state requirement)*
4. Assessments (eCASAS, World of Work Inventory (WOWI) or other academic and career assessments) *(state requirement)*
5. Materials and supplies: consumables necessary for programming
6. Professional development activities, including salaries for personnel to attend and participate in state professional development activities *(state requirement)*. Professional development is an administrative cost and must be included in the 5% limit on administrative costs. Special Rule (refer to WIOA §233)—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(s), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes.
7. Equipment necessary for and used in AEFLA programming by teachers and learners. This does not include general purpose equipment, such as furniture. Equipment over $500 must have prior approval of the Maine DOE before purchasing. *(state requirement)* Any equipment purchased with AEFLA funds should be labeled and inventoried *(state requirement).*
8. Childcare, transportation and other [supportive services](https://www.ecfr.gov/current/title-20/chapter-V/part-680/subpart-G) defined in WIOA.
9. [Indirect costs](https://www2.ed.gov/about/offices/list/ocfo/intro.html) (e.g., rent and utilities, accounting expenses, expenses shared by other parts of the program). Indirect costs are allowable; applicants must use their [restricted indirect cost rate](https://www.ecfr.gov/current/title-34/subtitle-A/part-76/subpart-F/subject-group-ECFRbab27e541efa0ea/section-76.564). Awarded Applicants that do not have a federally negotiated indirect cost rate will need to submit [an application](https://www.maine.gov/doe/funding/fiscalreview/compliance/indirectcostrate) with Maine DOE.

**E. Unallowable Expenditures**

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

1. Capital improvements which add permanent value
2. Out-of-state travel, unless there is prior approval by the Maine DOE *(state requirement)*
3. General purpose equipment (e. g. furniture, microwaves, air conditioning, appliances)
4. Incentives of non-educational value
5. Food-related expenses
6. Scholarships and student aid costs
7. Lobbying
8. Gifts for teachers or students
9. Entertainment
10. Graduation expenses
11. Travel for anything other than approved adult education business
12. Life insurance, dental insurance and other benefits other than those listed as allowable above
13. Expenses for anyone other than adult education staff

Funds allocated under this grant may be used only to supplement, not supplant, funds that local educational agencies would otherwise expend for literacy programs. See the EDGAR link at the top of this section for the full list of unallowable expenditures.

1. **Facilities for the Program**

The Eligible Provider shall provide suitable ADA compliant space conducive to adult learning for the local literacy program. The facility shall include office space(s), adequate classrooms for instruction, and separate space for orientation and testing. The learning environment should be in good condition and properly maintained. *(state requirement)*

**PART III KEY RFP EVENTS**

1. **Applicants’ Conference**

The Maine DOE will sponsor an applicants’ conference concerning this RFP. Details can be found on this RFP’s cover page. The purpose of the applicants’ conference is to answer and/or field questions, to clarify any aspect of the RFP requirements that may be necessary, and provide supplemental information that will assist potential applicants in submitting responses to the RFP. Although attendance at the applicants’ conference is not mandatory, it is strongly encouraged that interested applicants attend.

1. **Questions**
   1. **General Instructions:** It is the responsibility of all applicants and other interested parties to examine the entire RFP and to seek clarification, in writing, if they do not understand any information or instructions.
      1. Applicants and other interested parties should use **Appendix E** (Submitted Questions Form) for submission of questions. The form is to be submitted as a WORD document.
      2. The Submitted Questions Form must be submitted, by e-mail, and received by the RFP Coordinator identified on the cover page of the RFP as soon as possible but no later than the date and time specified on the RFP cover page.
      3. Submitted Questions must include the RFP Number and Title in the subject line of the e-mail. The Maine DOE assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.
   2. **Question & Answer Summary:** Responses to all questions will be compiled in writing and posted on the following website no later than seven (7) calendar days prior to the proposal due date: 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.
2. **Amendments**

All amendments released in regard to the RFP will also be posted on the following website: [Division of Procurement Services RFP Page](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.. 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. **Submitting the Proposal**
   1. **Proposals Due:** Proposals must be received no later than 11:59 p.m. local time, on the date listed on the cover page of the RFP.
      1. Any e-mails containing original proposal submissions or any additional or revised proposal files, received after the 11:59 p.m. deadline, will be rejected without exception.
   2. **Delivery Instructions:** E-mail proposal submissions are to be submitted to the State of Maine Division of Procurement Services at [Proposals@maine.gov](mailto:Proposals@maine.gov).
      1. Only proposal submissions received by e-mail will be considered. The Maine DOE assumes no liability for assuring accurate/complete e-mail transmission and receipt.
         1. Proposal submission e-mails that are successfully received by the [proposals@maine.gov](mailto:proposals@maine.gov) inbox will receive an automatic reply stating as such.
      2. E-mails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only e-mail proposal submissions 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 e-mail proposal submission: **“RFP# 202312252 Proposal Submission – [Applicant’s Name]”**
      6. Applicant’s proposal submissions are to be broken down into multiple files, with each file named and including the files as outlined in as it is titled in bold below, and include:

* **File 1 [Applicant’s Name] – Preliminary Information:**
* **Appendix A, Proposal Cover Page**, completed and signed
* **Appendix B, Debarment, Performance and Non-Collusion Certification**, signed
* **Appendix C, Eligible Provider Form**, completed
* **Appendix D, Statement of Federal Assurances**, signed
* **Appendix F, General Education Provisions Act (GEPA) Attestation**, completed and signed
* **Appendix G, Demonstrated Past Effectiveness Form,** completed
* **File 2 [Applicant’s Name] – Application:**
* **Appendix E, Application** (one for each AECDH), completed
  + Section I: General Information and Overview
    - Overview of the Organization
    - Consortium/Subcontractors *(if applicable)*
    - Litigation
    - Financial Viability, and all related documents
    - Certificate of Insurance, and all related documents
  + Section II: Proposed Project
    - Questions 1 – 9
* **Appendix H, Program Schedule and Alignment**, completed
* **Appendix I, Qualifications of Personnel Form**, completed
* **File 3 [Applicant’s Name] – Budget Proposal**:
* **Appendix J, Cost Proposal Form**
  + **Budget Narrative**, complete
  + **Budget Form,** complete

See **Appendix L** for a quick-reference checklist of required documents.

**PART IV PROPOSAL SUBMISSION REQUIREMENTS**

This section contains instructions for Applicants to use in preparing their proposals. The Maine DOE seeks detailed yet succinct responses that demonstrate the Applicant’s qualifications, experience, and ability to perform the requirements specified throughout the RFP.

The Applicant’s proposal must follow the outline used below, including the numbering, section, and sub-section headings. Failure to use the outline specified in PART IV, or failure to respond to all questions and instructions throughout the RFP, may result in the proposal being disqualified as non-responsive or receiving a reduced score. The Maine DOE, and its evaluation team, has sole discretion to determine whether a variance from the RFP specifications will result either in disqualification or reduction in scoring of a proposal. Rephrasing of the content provided in the RFP will, at best, be considered minimally responsive. The Maine DOE seeks detailed yet succinct responses that demonstrate (through data where applicable) the Applicant’s experience and ability to perform the requirements specified throughout this document.

Applicants are not to provide additional attachments beyond those specified in the RFP for the purpose of extending their response. Additional materials not requested will not be considered part of the proposal and will not be evaluated. Include any forms provided in the submission package or reproduce those forms as closely as possible. All information must be presented in the same order and format as described in the RFP.

**Proposal Format and Contents** (*state requirement*)

**Section I Preliminary Information** (File #1)

* 1. **Proposal Cover Page**

Applicants must complete **Appendix A** (Proposal Cover Page). It is critical that the cover page show the specific information requested, including Applicant address(es) and other details listed. The Proposal Cover Page must be dated and signed by a person authorized to enter into contracts on behalf of the Applicant.

* 1. **Debarment, Performance and Non-Collusion Certification**

Applicants must complete **Appendix B** (Debarment, Performance and Non-Collusion Certification Form). The Debarment, Performance and Non-Collusion Certification Form must be dated and signed by a person authorized to enter into contracts on behalf of the Applicant.

* 1. **Eligibility Requirements**

Applicants must provide documentation to demonstrate meeting eligibility requirements stated in PART I, C. of the RFP. This documentation includes **Appendix C** (Eligible Provider Form) and **Appendix G** (Demonstrated Past Effectiveness).

* 1. **Statement of Federal Assurances**

Applicants must complete **Appendix D** (Statement of Federal Assurances). Appendix D must be dated and signed by a person authorized to enter into contracts on behalf of the applicant.

* 1. **General Education Provisions Act (GEPA) Attestation**

Applicants must complete **Appendix F** (General Education Provisions Act (GEPA) Attestation). Appendix F must be dated and signed by a person authorized to enter into contracts on behalf of the applicant.

**Section II Organization Qualifications and Experience** (File #2)

* 1. Applicants must complete Section I: Organization Information and Overview of **Appendix E** (Application) and provide all attachments as described in the form.

**Section III Proposed Services** (File #2)

* 1. Applicants must complete Section II: Proposed Project of **Appendix E** (Application).
  2. Applicants must complete **Appendix H** (Program Schedule and Alignment).
  3. Applicants must complete **Appendix I** (Qualifications of Personnel Form).

**Section IV Budget Proposal** (File #3)

* 1. **General Instructions**
     1. Applicants must submit a budget proposal that covers the period starting 07/01/24 and ending on 6/30/26.
     2. The cost proposal must include the costs necessary for the Applicant to fully comply with the contract terms, conditions, and RFP requirements.
     3. No costs related to the preparation of the proposal for the RFP, or to the negotiation of the contract with the Maine DOE, may be included in the proposal. Only costs to be incurred after the contract effective date that are specifically related to the implementation or operation of contracted services as outlined in Part II of the RFP may be included.
  2. **Budget Proposal Form Instructions**

Applicants must fill out **Appendix J** (Budget Proposal Form), following the instructions detailed here and in the form. Failure to provide the requested information, and to follow the required cost proposal format provided, may result in the exclusion of the proposal from consideration, at the discretion of the Maine DOE.

**PART V PROPOSAL EVALUATION AND SELECTION**

Evaluation of the submitted proposals will be accomplished as follows:

1. **Evaluation Process – General Information**
   1. An evaluation team, composed of qualified reviewers, will judge the merits of the proposals received in accordance with the criteria defined in the RFP.
   2. Officials responsible for making decisions on the award selection will ensure that the selection process accords equal opportunity and appropriate consideration to all who are capable of meeting the specifications. The goals of the evaluation process are to ensure fairness and objectivity in review of the proposals and to ensure that the contract is awarded to the Applicant whose proposal provides the best value to the State of Maine.
2. **Eligible Provider Review** 
   1. The Maine DOE will review each application to determine if it meets the eligible provider requirements published in this document. Applicants will be considered eligible if the following criteria are met:
      1. Applicant completes **Appendix C** (Eligible Provider Form) and reports that the applicant has served eligible individuals in any of the areas listed in 34 CFR 463.24 in the past two consecutive years *(state requirement)*.
      2. Applicant completes **Appendix G** (Demonstrated Past Effectiveness). The applicant must provide data on eligible individuals served in any areas listed in 34 CFR 463.24 in the past two consecutive years. The data must demonstrate that Applicants have improved the skills of the target population in any of the areas listed in 34 CFR 463.24 or have provided data on the outcomes of its participants as outlined in 34 CFR 463.24. (*state requirement)*
   2. Applicants determined to be ineligible will not be considered for funding.
3. **Local Board Review** 
   1. Applicable portions of the eligible applications will be reviewed by appropriate Local Board(s) for consistency with the local plan under section 108 of WIOA. Local Board(s) will submit comments and recommendations to promote alignment to the Maine DOE using the provided template and within the required timeframe. These comments and recommendations will not impact the evaluation of any application but may be considered during the negotiations following award.
4. **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 proposal meets the following criteria.

**Section I. Preliminary Information (No Points – Eligibility Requirements)**

Includes all elements addressed above in Part IV, Section I.

**Section II. Organization Qualifications and Experience (5 points)**

Includes all elements addressed above in Part IV, Section II.

**Section III. Proposed Project (70 total points)**

Includes all elements addressed above in Part IV, Section III.

* **Proposed Project (55 points)**

Criteria defined below in Part V, D, 3.

* **State Competitive Priority Areas (15 points)**

Criteria defined below in Part V, D, 4.

**Section IV. Cost Proposal (25 points)**

Includes all elements addressed above in Part IV, Section IV.

* 1. **Scoring Process:** For proposals that demonstrate meeting the eligibility requirements in Section I, the review team will use a consensus approach to evaluate and score Sections II, III & IV 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. Section IV, Cost Proposal will be scored as described below, using a consensus approach.
  2. **Scoring the Proposed Project:** The review team will use a consensus approach to evaluate Section III. Proposed Project. In addition, applications will be reviewed by applicable Local Workforce Board(s) regarding the proposal’s alignment with the local workforce development plan and the Boards will provide recommendations to MDOE to promote such alignment.

Each application will be reviewed regarding the criteria below:

* **Organizational Capacity**: The program must have the experience and organizational capacity to provide the services required in this RFP as well as past effectiveness in working with adults to improve basic skills.
* **Responsiveness to Regional Need**: The program must be responsive to regional needs as identified in the local workforce development plan including the educational, economic and social/cultural needs of the area.
* **Serving the Most in Need**: The program must serve individuals in the community who were identified as most in need of adult education and literacy activities.
* **Service Delivery Format and Schedules**: The program must have a delivery method, location and schedule that enable individuals to attend and complete programs.
* **Proposed Curricula and Contextualized Instruction**: The program must provide learning in context so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency and to exercise the rights and responsibilities of citizenship.
* **Integrated Education and Training** *(state requirement)***:** the program must provide IET’s that offer opportunities for learners to earn occupational certifications.
* **State Workforce Board Alignment**: The program must demonstrate alignment between the proposed activities and services and the strategy and goals of the local workforce plan as well as the activities of the one-stop partners.
* **Intensity, Quality and Best Practices of Program**: The program must be of sufficient intensity and quality, aligned to standards include well qualified staff and be based on the most rigorous research available so that participants achieve substantial learning gains.
* **Integration of Technology Services and Digital Systems**: The program must effectively use technology, services and delivery systems including distance education, in a manner sufficient to increase the amount and quality of learning. Such technology, services and systems should lead to improved performance.
* **Meeting Program Outcomes**: The program must meet or exceed minimum program outcome expectations including performance indicators, measurable skills gains and other standards.
* **Reporting**: The program must maintain high-quality data and input that data into a state-provided system to provide accurate and timely reporting.
  1. **Scoring the State Competitive Priority Areas:** The review team will use a consensus approach to evaluate Section III. State Competitive Priority Areas.

Points for the State Competitive Priority Areas will be awarded as follows:

* + 1. Serving Multilingual Learners: competitive priority points **(up to 5 points)** will be awarded to proposals with detailed and specific strategies to increase programming and supports for Multilingual learners. Proposals that earn competitive points will contain:
       1. Regional data specific to this population.
       2. At least one identified strategy based on the data.
       3. A strategy that includes details on recruitment and retention.
       4. A strategy that increases access for ML’s by addressing a current barrier.
    2. Equitable service delivery across rural counties: competitive priority points **(up to 5 points)** will be awarded to proposals that include strategies to enhance access, digital equity, targeted educational and support services across the service area. Proposals that earn competitive points will contain:
       1. Regional data specific to educational needs
       2. At least one identified strategy based on data.
       3. Partnerships that support expanded access
       4. Strategies to address digital equity (access and literacy)

* + 1. Integrated Education and Training/Workplace Literacy Activities, [New MSG’s](https://nrsweb.org/policy-data/Resources-for-Reporting): competitive priority points **(up to 5 points)** will be awarded to proposals with detailed and specific Integrated Education and Training programs that will allow students to earn MSG based on academic and occupational learning progress and completions. . Proposals that earn competitive points will contain:
       1. An IET that includes contextual and concurrent instruction and addresses local priorities as defined by data
       2. An IET that contains a single set of learning objectives.
       3. An IET that leads to an Occupational Exam
       4. Partnerships and pathways to further education, training and/or employment
  1. **Scoring the Cost Proposal:** The review team will consider the degree to which the project represents a *good return for the investment* (cost per student as well as whether the project work and cost estimates (tasks and budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.

1. **Negotiations:** The Maine DOE reserves the right to negotiate with the successful Applicant(s) to finalize a contract at the same rate or cost of service as presented in the selected proposal. Such negotiations may not significantly vary the content, nature or requirements of the proposal or the Maine DOE’s Request for Proposals to an extent that may affect the price of goods or services requested. The Maine DOE reserves the right to terminate contract negotiations with a selected Applicant(s) who submits a proposed contract significantly different from the proposal they submitted in response to the advertised RFP. Alternatively, the Maine DOE may cancel the RFP, at its sole discretion.

## Selection and Award

**1.** The final decision regarding the award of the contract will be made by representatives of the Maine DOE subject to approval by the State Procurement Review Committee.

**2.** Notification of contractor selection or non-selection will be made in writing by the Maine DOE.

**3.** Issuance of this RFP 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 this request, 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 Maine DOE reserves the right to reject any and all proposals or to make multiple awards.

1. **Appeal of Contract Award**
   1. **Appeal of Contract Award (State):** Any person aggrieved by the award decision that results from the RFP 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.
   2. **Federal Appeal of Contract Award:** Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Secretary of the US Department of Education. For further information about the federal appeal rights process, see [EDGAR §76.401](https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#se34.1.76_1401).

**PART VI CONTRACT ADMINISTRATION AND CONDITIONS**

1. **Contract Document**
   1. The awarded Applicant will be required to execute a State of Maine Service Contract with appropriate riders as determined by the issuing department.

The complete set of standard State of Maine Service Contract documents, along with other forms and contract documents commonly used by the State, may be found on the Division of Procurement Services’ website at the following link: [Division of Procurement Services Forms Page](https://www.maine.gov/dafs/bbm/procurementservices/forms)

* 1. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the State Procurement Review Committee. Contracts are not considered fully executed and valid until approved by the State Procurement Review Committee and funds are encumbered. No contract will be approved based on an RFP which has an effective date less than fourteen (14) calendar days after award notification to Applicants. (Referenced in the regulations of the Department of Administrative and Financial Services, [Chapter 110, § 3(B)(i)](https://www.maine.gov/dafs/bbm/procurementservices/policies-procedures/chapter-110).)

This provision means that a contract cannot be effective until at least 14 calendar days after award notification.

* 1. The State recognizes that the actual contract effective date depends upon completion of the RFP process, date of formal award notification, length of contract negotiation, and preparation and approval by the State Procurement Review Committee. Any appeals to the Maine DOE’s award decision(s) may further postpone the actual contract effective date, depending upon the outcome. The contract effective date listed in the RFP may need to be adjusted, if necessary, to comply with mandated requirements.
  2. In providing services and performing under the contract, the awarded Applicant must act as an independent contractor and not as an agent of the State of Maine.

1. **Standard State Contract Provisions**
   1. Contract Administration

Following the award, a Contract Administrator from the Maine DOE will be appointed to assist with the development and administration of the contract and to act as administrator during the entire contract period. Maine DOE staff will be available after the award to consult with the awarded Applicant in the finalization of the contract.

* 1. Payments and Other Provisions

The State anticipates paying the Contractor on the basis of net 30 payment terms, upon the receipt of an accurate and acceptable invoice. An invoice will be considered accurate and acceptable if it contains a reference to the State of Maine contract number, contains correct pricing information relative to the contract, and provides any required supporting documents, as applicable, and any other specific and agreed-upon requirements listed within the contract that results from the RFP.

**PART VII LIST OF RFP APPENDICES AND RELATED DOCUMENTS**

**Appendix A** – Proposal Cover Page

**Appendix B** – Debarment, Performance, and Non-Collusion Certification

**Appendix C** – Eligible Provider Form

**Appendix D** –Statement of Federal Assurances

**Appendix E** – Application

**Appendix F** – General Education and Provisions Act (GEPA) Sec. 427 Attestation

**Appendix G** – Demonstrated Past Effectiveness

**Appendix H** – Program Schedule and Alignment (IET)

**Appendix I** – Qualifications of Personnel

**Appendix J** – Cost Proposal Form

**Appendix K** – Submitted Questions Form

**Appendix L** – Required Application Components Checklist

**APPENDIX A**

**State of Maine**

**Department of Education**

**PROPOSAL COVER PAGE**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Applicant’s Organization Name:** | |  | | |
| **Chief Executive - Name/Title:** | |  | | |
| **Tel:** |  | | **E-mail:** |  |
| **Headquarters Street Address:** | |  | | |
| **Headquarters City/State/Zip:** | |  | | |
| ***(Provide information requested below if different from above)*** | | | | |
| **Lead Point of Contact for Proposal - Name/Title:** | |  | | |
| **Tel:** |  | | **E-mail:** |  |
| **Headquarters Street Address:** | |  | | |
| **Headquarters City/State/Zip:** | |  | | |

|  |  |
| --- | --- |
| **Hub Number** *(check one)* | **1.  2.  3.  4.  5.  6.  7.  8.  9.** |

* This proposal and the pricing structure contained herein will remain firm for a period of 180 days from the date and time of the bid opening.
* No personnel currently employed by the Maine DOE, or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Applicant’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 Maine DOE 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):** | **Title:** |
| **Authorized Signature:** | **Date:** |

**APPENDIX B**

**State of Maine**

**Department of Education**

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

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |

*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.*

|  |  |
| --- | --- |
| **Name (Print):** | **Title:** |
| **Authorized Signature:** | **Date:** |

**APPENDIX C**

**State of Maine**

**Department of Education**

**ELIGIBLE PROVIDER FORM**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |
| **Name of Consortium Member Organization (if applicable):** |  |

**Instructions:** This form will be used to determine whether the Applicant is an **eligible provider of demonstrated effectiveness**, as defined in PART I, C of the RFP.

|  |  |  |
| --- | --- | --- |
| **Please answer the following question based on the past two (2) consecutive years (*state requirement).*** | **Yes** | **No** |
| 1. **Has the provider delivered services to eligible individuals who have low levels of literacy in the following content domains?** | | |
| * 1. Reading |  |  |
| * 1. Writing |  |  |
| * 1. Mathematics |  |  |
| * 1. English language acquisition |  |  |
| * 1. Other subject areas relevant to services in the application for funds |  |  |
| 1. **Has the provider delivered services for participants that led to the following outcomes?** | | |
| * 1. Employment |  |  |
| * 1. Attainment of secondary school diploma |  |  |
| * 1. Transition to postsecondary education and training |  |  |
| 1. **If proposing for Corrections Education, has the provider delivered corrections education?** |  |  |
| Please indicate the applicant organization-type (select all that apply)  **All consortium members must complete this form**. | | |
| Local educational agency | | |
| Community-based organization or faith-based organization | | |
| Volunteer literacy organization | | |
| Institutions of higher education | | |
| Public or private nonprofit agency | | |
| Library | | |
| Public housing authority | | |
| Nonprofit institution having the ability to provide adult education and literacy services to adults | | |
| A consortium of agencies, organizations, institutions, and libraries described above | | |
| A partnership between an employer and an entity described in any of the categories listed above | | |
| Other organization types, even if not specifically listed above. Please describe: | | |

**APPENDIX D**

**State of Maine**

**Department of Education**

## STATEMENT OF FEDERAL ASSURANCES

**RFP# 202312252**

**FY22-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |

The applicant understands that if its application is accepted by the Maine Department of Education (MDOE), the applicant shall enter into a contract with the State. The applicant agrees to comply with all applicable federal, state, and local laws in carrying out the work. To receive funds through the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the authorized contact of the eligible provider must agree to the general assurances for all federal grants as well as State requirements associated with receiving federal funds and certify commitment to abide by the requirements through the period of this grant award. Additional grant terms are incorporated by reference throughout the application.

1. The applicant has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act (FERPA) (20 USC 123g) and its regulations (34 CFR Part 99).
2. The applicant will use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are “eligible individuals” within the meaning of WIOA section 203(4), unless it is it providing programs, services, or activities related to family literacy activities, as defined in section 203(9) of WIOA.
3. The applicant will comply with Title VI of the Civil Rights Act of 1964 (45 USC 2000d through 2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
4. The applicant will comply with Title II of the Americans with Disabilities Act, (42 USC 12134), et seq. and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC 12181) et seq., and its implementing regulations (28 CFR Part 36), which prohibit discriminations on the basis of disability in public accommodations, whichever is applicable.
5. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.
6. The applicant will comply with Title IX of the Education Amendments of 1972, as amended (20 USC 1681-1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
7. The applicant will comply with the Discrimination Act of 1975, as amended (42 USC 6101) et seq., and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
8. The applicant understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements, included 2 CFR Part 200 Subpart E – Cost Principles.

|  |  |
| --- | --- |
| **Name (Print):** | **Title:** |
| **Authorized Signature:** | **Date:** |

**APPENDIX E**

**State of Maine**

**Department of Education**

**APPLICATION**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |
| Indicate the Adult Education and Career Development Hub(s) (AECDH) for which the Applicant would like to be considered. Provide a separate application for each AECDH the Applicant proposes to serve. | |
| 1: Hancock/Washington counties  2: Aroostook County  3: Penobscot/Piscataquis counties  4: Franklin/Somerset counties  5: Kennebec County  6: Androscoggin/Oxford counties  7: Knox/Lincoln/Sagadahoc/Waldo counties  8: Cumberland County  9: York County | |

|  |
| --- |
| **Section I: General Information and Overview** |
| 1. **Overview of the Organization**   Provide a brief overview of the Applicant’s organization, describing the experience and expertise to provide the requested services in this RFP. Please include at least two examples of projects which demonstrate their experience and expertise in performing these services. |
|  |
| 1. **Consortium/Subcontractors**   Provide a list or organization chart that specifies the name, address, phone number, contact person, and a brief description of each consortium member’s and/or subcontractors’ organizational capacity and expertise. |
|  |
| 1. **Litigation** *(state requirement)*   Attach a list of all current litigation in which the Applicant is named and a list of all closed cases that have closed within the past five (5) years in which Applicant paid the claimant either as part of a settlement or by decree.  For each, list the entity bringing suit, the complaint, the accusation, amount, and outcome.  If no litigation will be included, write “none” below. |
|  |
| 1. **Financial Viability** *(state requirement)*   Provide the following information for each of the past three tax years:   * Balance Sheets * Income (Profit/Loss) Statements |
|  |
| 1. **Certificate of Insurance**   Applicants must provide a certificate of insurance on a standard ACORD form (or the equivalent) evidencing the Applicant’s general liability, professional liability and any other relevant liability insurance policies that might be associated with the proposed services. |
|  |

|  |
| --- |
| **Section II: Proposed Project: (75 points)** |
| The Eligible Provider will deliver comprehensive **adult education and literacy activities** to **eligible individuals** within their Adult Education and Career Development Hub. Applicants who intend to deliver corrections education and education for other institutionalized individuals should reference their proposed services in the appropriate questions (state requirement).  In delivering **comprehensive adult education and literacy activities**, eligible providers are required to be responsive to the 13 considerations listed in WIOA §231(e) and outlined in Part II of this grant application.  Applicants should consider the criteria defined in Part V, D, 3 of the RFP when responding to the items below.  If responding to one of the State Competitive Priorities, include specific attentions to the information outlined in Part V, D, 4 of the RFP.  Where available and appropriate, the Applicant will use data from reputable and verifiable sources to respond to the questions below. |
| 1. Please describe the applicant’s demonstrated past effectiveness in serving eligible individuals who are basic skills deficient, relevant to the services contained in this application for funds and the areas listed below. Please use data from the charts in **Appendix G - Demonstrated Past Effectiveness** as well as narrative in your response. Include strengths and challenges for meeting and improving on past performance goals. Refer to how the applicant will meet the state targets for FY25 (2024-2025) included in the chart below: |
|  |
| 1. Please describe how the applicant will concentrate services on the individuals most in need of adult education and literacy services and how that need is/will be determined. |
|  |
| 1. Describe how the applicant will provide supports and flexible services that enable all learners to make learning gains and meet their educational and career goals. Include information on how the program will serve individuals with physical, emotional, and learning disabilities and the details of collaborations to support this work. |
|  |
| 1. Please describe how the applicant will deliver English language acquisition programs and civics education programs. Include data on the ML population in the local area (cite data source) and describe how programming leads to high school completion, postsecondary training, and unsubsidized employment. |
|  |
| 1. Please describe how the applicant will design and implement an Integrated Education and Training skills training delivery model that combines basic educational, employability and occupational skills per the State of Maine Unified Plan. Include a description of activities and partners/roles and responsibilities. (State requirement)   In addition, complete the **IET Programming** Tab in **Appendix H - Program Schedule and Alignment**. Include the programs to be offered, including the occupation, learning objectives, schedule, and key personnel. |
|  |
| 1. Please describe how the applicant will align proposed activities and services to the strategies and goals of the local workforce plan. Include information on how the applicant will fulfill the responsibilities of the one-stop partners as outlined here: [CFR §678.420](https://www.ecfr.gov/current/title-20/chapter-V/part-678/subpart-B/section-678.420) |
|  |
| 1. Please describe how the applicant will provide instruction in reading, writing, speaking, mathematics, and English language acquisition of sufficient intensity and quality, based on research, and that will lead to substantial learning gains across the region. Include how instruction is aligned with the standards and how the success of instructional practices will be measured. Include information on how the applicant recruits, retains, and trains staff including how professional development needs are assessed and reimbursed.   Use **Appendix I - Qualifications of Personnel Form** to present information on number of employees, details regarding duties, employment status (full or part time) weeks contracted to work, amount budgeted for position and location (hub wide or local provider), certification and expiration date. **Please include only those personnel relative to the grant.** |
|  |
| 1. Please describe how the applicant will effectively use technology, services and delivery systems including distance education to serve eligible participants across geographic distances and improve performance. Include how digital literacy will be assessed and embedded in learning and how the applicant will increase digital access for learners. |
|  |
| 1. Please describe how the applicant will maintain high-quality, accurate data of measurable participant outcomes (consistent with WIOA §116) in the state adult education managed information system to ensure timely and accurate reporting. Include information on how the applicant will monitor program performance to meet or exceed minimum program outcome expectations including performance indicators, measurable skills gains and other standards. Provide example of how the program will use data to improve performance and increase recruitment and retention. |
|  |

**APPENDIX F**

**State of Maine**

**Department of Education**

## GENERAL EDUCATION AND PROVISIONS ACT (GEPA) Sec. 427 ATTESTATION

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |

**WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY**

This attestation outlines the steps that (Applicant’s name)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ will ensure the following steps will be taken should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements. Be specific regarding programs and steps that will be taken in their design and implementation that will ensure access and participation.­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­

|  |  |
| --- | --- |
|  | |
| **Project Director (Print):** | **Title:** |
| **Project Director Signature:** | **Date:** |

**APPENDIX G**

**State of Maine**

**Department of Education**

**DEMONSTRATED PAST EFFECTIVENESS**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |

**Instructions:**  Complete the demonstrated past effectiveness chart with performance data for the past two consecutive years *(state requirement).* **All consortium members must provide data separately**.

As stated in Part I, C of the RFP, Eligible Providers can demonstrate past effectiveness in two ways:

1. An **eligible provider** that has been previously funded under Title II of the Act must provide two consecutive years *(state requirement)* of performance data required under section 116 to demonstrate past effectiveness.
2. An **eligible provider** that has not been previously funded under Title II of the Act must provide two consecutive years *(state requirement)* of performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the WIOA Title II AEFLA Federal Requirements. (See WIOA Final Rules Subpart C, §463.24 and 29 U.S.C 3272(5)).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data for Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **NRS TABLE 4** | **Number of Students enrolled with 12 or more hours of instruction** | | **Number of Students who achieved at least one educational functioning level gain** | | **Percentage of students who achieved at least one educational functioning level gain** | |
| **Educational Functioning Level** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| ABE Level I |  |  |  |  |  |  |
| ABE Level II |  |  |  |  |  |  |
| ABE Level III |  |  |  |  |  |  |
| ABE Level IV |  |  |  |  |  |  |
| ABE Level V |  |  |  |  |  |  |
| ABE Level VI |  |  |  |  |  |  |
| ESL Level I |  |  |  |  |  |  |
| ESL Level II |  |  |  |  |  |  |
| ESL Level III |  |  |  |  |  |  |
| ESL Level IV |  |  |  |  |  |  |
| ESL Level V |  |  |  |  |  |  |
| ESL Level VI |  |  |  |  |  |  |

If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

|  |
| --- |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data for Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **High School Completion Programming Outcomes** | **Number of students in HSC programming enrolled with 12 or more hours of instruction** | | **Number of students in HSC programming who earned a high school diploma or equivalency** | | **Percent of students in HSC programming who earned a high school diploma or equivalency** | |
| **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
|  |  |  |  |  |  |
|  | | | | | | |
| **Data for Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **NRS TABLE 5 WIOA sec. 116** | **Number of Participants who exited** | | **Number of participants achieving the outcome** | | **Percent of Participants achieving the outcome** | |
| **Primary Indicators of Performance** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Employment Second Quarter after exit** |  |  |  |  |  |  |
| **Employment Fourth Quarter after exit** |  |  |  |  |  |  |
| **Attained a HSD/HSE and enrolled in postsecondary education or training within one year of exit** |  |  |  |  |  |  |
| **Attained a HSD/HSE and employed within one year of exit** |  |  |  |  |  |  |
| **Attained a postsecondary credential while enrolled of within one year of exit** |  |  |  |  |  |  |
| **Attained any credential (unduplicated)** |  |  |  |  |  |  |

If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

|  |
| --- |
|  |

Applicants proposing to deliver corrections education and education for other institutionalized individuals can use the charts below to demonstrate past effectiveness by providing two consecutive years of performance data showing their effectiveness in serving eligible individuals in correctional institutions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CORRECTIONS DATA: For Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **NRS TABLE 4** | **Number of incarcerated individuals enrolled with 12 or more hours of instruction** | | **Number of incarcerated individuals who achieved at least one educational functioning level gain** | | **Percentage of incarcerated individuals who achieved at least one educational functioning level gain** | |
| **Educational Functioning Level** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| ABE Level I |  |  |  |  |  |  |
| ABE Level II |  |  |  |  |  |  |
| ABE Level III |  |  |  |  |  |  |
| ABE Level IV |  |  |  |  |  |  |
| ABE Level V |  |  |  |  |  |  |
| ABE Level VI |  |  |  |  |  |  |
| ESL Level I |  |  |  |  |  |  |
| ESL Level II |  |  |  |  |  |  |
| ESL Level III |  |  |  |  |  |  |
| ESL Level IV |  |  |  |  |  |  |
| ESL Level V |  |  |  |  |  |  |
| ESL Level VI |  |  |  |  |  |  |

If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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| **CORRECTIONS DATA: For Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **High School Completion Programming Outcomes** | **Number of incarcerated individuals in HSC programming enrolled with 12 or more hours of instruction** | | **Number of incarcerated individuals in HSC programming who earned a high school diploma or equivalency** | | **Percent of incarcerated individuals in HSC programming who earned a high school diploma or equivalency** | |
| **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
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|  | | | | | | |
| **CORRECTIONS DATA: For Applicants Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **NRS TABLE 5 - WIOA sec. 116** | **Number of incarcerated individuals who exited** | | **Number of incarcerated individuals achieving the outcome** | | **Percent of incarcerated individuals achieving the outcome** | |
| **Primary Indicators of Performance** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Employment Second Quarter after exit** |  |  |  |  |  |  |
| **Employment Fourth Quarter after exit** |  |  |  |  |  |  |
| **Attained a HSD/HSE and enrolled in postsecondary education or training within one year of exit** |  |  |  |  |  |  |
| **Attained a HSD/HSE and employed within one year of exit** |  |  |  |  |  |  |
| **Attained a postsecondary credential while enrolled of within one year of exit** |  |  |  |  |  |  |
| **Attained any credential (unduplicated)** |  |  |  |  |  |  |

If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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| **Data for Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
|  | **Number of Eligible Individuals\* enrolled and receiving instruction in the educational content/domain area** | | **Number of Eligible Individuals\* with demonstrated improvement of skills in the educational content/domain area** | | **Percentage of Eligible Individuals\* with demonstrated improvement of skills in the educational content/domain area** | |
| **Educational Content / Domain Outcomes** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| Reading |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |
| English Language Acquisition |  |  |  |  |  |  |
|  | **\*Eligible Individuals** refers to individuals who are 16 years of age or older, not enrolled in secondary school and are basic skills deficient, or do not have a secondary school diploma, or are English language learners. | | | | | |

FOR APPLICANTS NOT PREVIOUSLY FUNDED, PLEASE INDICATE DATA SOURCE(S) IN THE SPACE BELOW:

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If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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| **Data for Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **Secondary Credential Outcomes** | **Number of Eligible Individuals\* enrolled** | | **Number of Eligible Individuals\* who earned a certificate/diploma** | | **Percent of Eligible Individuals\* who earned a certificate/diploma** | |
| **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Secondary School Diploma or its recognized equivalent** |  |  |  |  |  |  |
|  | | | | | | |
| **Data for Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
|  | **Number of Eligible Individuals\* enrolled** | | **Number of Eligible Individuals\* who achieved an outcome** | | **Percent of Eligible Individuals\* who achieved an outcome** | |
| **Transition Outcomes** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Transitioned to employment** |  |  |  |  |  |  |
| **Transitioned to postsecondary education or training** |  |  |  |  |  |  |
|  | **\*Eligible Individuals** refers to individuals who are 16 years of age or older, not enrolled in secondary school and are basic skills deficient, or do not have a secondary school diploma, or are English language learners. | | | | | |

FOR APPLICANTS NOT PREVIOUSLY FUNDED, PLEASE INDICATE DATA SOURCE(S) IN THE SPACE BELOW:

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If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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Applicants proposing to deliver corrections education and education for other institutionalized individuals can use the charts below to demonstrate past effectiveness by providing two consecutive years of performance data showing their effectiveness in serving eligible individuals in correctional institutions.

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| **CORRECTIONS DATA(**state requirement)**: For Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
|  | **Number of eligible incarcerated individuals\* enrolled and receiving instruction in the educational content/domain area** | | **Number of eligible incarcerated individuals\* with demonstrated improvement of skills in the educational content/domain area** | | **Percentage of eligible incarcerated individuals\* with demonstrated improvement of skills in the educational content/domain area** | |
| **Educational Content / Domain Outcomes** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| Reading |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |
| English Language Acquisition |  |  |  |  |  |  |
|  | **\*Eligible Individuals** refers to individuals who are 16 years of age or older, not enrolled in secondary school and are basic skills deficient, or do not have a secondary school diploma, or are English language learners. | | | | | |

FOR APPLICANTS NOT PREVIOUSLY FUNDED, PLEASE INDICATE DATA SOURCE(S) IN THE SPACE BELOW:

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If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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| **CORRECTIONS DATA: For Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
| **Secondary Credential Outcomes** | **Number of eligible incarcerated individuals\* enrolled** | | **Number of eligible incarcerated individuals\* who earned a certificate/diploma** | | **Percent of eligible incarcerated individuals\* who earned a certificate/diploma** | |
| **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Secondary School Diploma or its recognized equivalent** |  |  |  |  |  |  |
|  | | | | | | |
| **CORRECTIONS DATA: For Applicants NOT Previously Funded under AEFLA, WIOA Title II** | | | | | | |
|  | **Number of eligible incarcerated individuals\* enrolled** | | **Number of eligible incarcerated individuals\* who achieved an outcome** | | **Percent of eligible incarcerated individuals\* who achieved an outcome** | |
| **Transition Outcomes** |
|  | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** | **FY22 (2021-2022)** | **FY23 (2022-2023)** |
| **Transitioned to employment** |  |  |  |  |  |  |
| **Transitioned to postsecondary education or training** |  |  |  |  |  |  |
|  | **\*Eligible Individuals** refers to individuals who are 16 years of age or older, not enrolled in secondary school and are basic skills deficient, or do not have a secondary school diploma, or are English language learners. | | | | | |

FOR APPLICANTS NOT PREVIOUSLY FUNDED, PLEASE INDICATE DATA SOURCE(S) IN THE SPACE BELOW:

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If data for the indicated categories is not available or represents a significant difference from year to year, please provide a short explanation in the space provided. Proposals submitted by applicants who do not provide demonstrated effectiveness will not be considered for funding from the State Office of Adult Education under this RFP.

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**APPENDIX H**

**State of Maine**

**Department of Education**

**PROGRAM SCHEDULE AND ALIGNMENT**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |

**Instructions:**

**TAB 1, Educational Programming:** List the AEFLA courses to be offered, including the schedule, delivery method, and alignment with CCRS.

**TAB 2, IET Programming:** List the Integrated Education and Training programs to be offered, including the occupation, learning objectives, schedule, and key personnel.

The Excel form can be obtained by double clicking on the icon below.

****

**APPENDIX I**

**State of Maine**

**Department of Education**

**QUALIFICATIONS OF PERSONNEL**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
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| **Applicant’s Organization Name:** |  |

**Instructions:** Please complete the chart provided to present information on the number of employees tobe paid through this grant, details regarding duties, employment status (full or part-time), weeks contracted to work, amount budgeted for position, and location (hub-wide or local provider), certification and expiration date. Please only include personnel relative to this grant application.

The Excel document may be obtained by double clicking on the icon below.

****

**APPENDIX J**

**State of Maine**

**Department of Education**

**COST PROPOSAL FORM**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

|  |  |
| --- | --- |
| **Applicant’s Organization Name:** |  |
| **Proposed Cost:** | **$** |

**General Budget Information:**

* The Budget Narrative and Budget Form must demonstrate a detailed and logical connection to the goals of the program, and the funding being requested should be specific enough to give reviewers a clear idea of priorities and focus for funding. If applicable, expenditures for corrections education should be included.
* The requested amount should be appropriate and reasonable for the size and scope of the project.
* Refer to **PART I** and **Error! Reference source not found.** for specific guidance on allowable and unallowable expenses.

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| **Budget Narrative**  *(No more than 750 words. This excludes the budget forms.)* |
| Please describe the amount of funding required to achieve your proposed program goals effectively. The proposed budget must be for a two-year period and illustrate costs for an anticipated period of 7/1/2024 to 6/30/2026.  Describe how items within the budget support the accomplishment of the Applicant’s specific AEFLA program goals and outcomes. The Budget Narrative must align with and provide an explanation of the content in the Budget Forms.  In order to process a subsequent year’s funding, providers must submit a new budget at the end of each grant year. Any changes in an approved budget must be submitted for Maine DOE review and approval before subsequent funds can be accessed. All Budget Forms should be completed and saved to submit with the final application as instructed. |
|  |

**Budget Form:**

Use the form embedded below to respond to the following items. The form may be obtained by double clicking on the icon.

* 1. Identify federal, state, and local provider resources that will be combined and coordinated with the proposed program for the most effective use of public resources. If applicable, indicate in-kind contributions.
  2. Describe the purpose of all expenditures. Describe any financial and in-kind contributions that demonstrate the capacity to sustain programming. Detail what dollar amounts and resources will be secured and how.



**APPENDIX K**

**State of Maine**

**Department of Education**

**SUBMITTED QUESTIONS FORM**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

This form should be used by Applicants when submitting written questions to the RFP Coordinator as defined in Part III of the RFP.

If a question is not related to any section of the RFP, enter “N/A” under the RFP Section & Page Number. Add additional rows as necessary.

|  |  |
| --- | --- |
| **Organization Name:** |  |

|  |  |
| --- | --- |
| **RFP Section & Page Number** | **Question** |
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**APPENDIX L**

**State of Maine**

**Department of Education**

**REQUIRED APPLICATION COMPONENTS CHECKLIST**

**RFP# 202312252**

**FY25-27 Competitive Grant Application for**

**Adult Education and Family Literacy Act (AEFLA) (WIOA, sec. 231)**

**This checklist is provided for reference only.** It does not need to be submitted with the Applicant’s proposal. However, Applicants must refer to the pertinent sections of the RFP for comprehensive instructions related to submission contents and instructions for responding to each section.

**File #1**:

* **Appendix A, Proposal Cover Page**, completed and signed
* **Appendix B, Debarment, Performance and Non-Collusion Certification**, signed
* **Appendix C, Eligible Provider Form**, completed
* **Appendix D, Statement of Federal Assurances**, signed
* **Appendix F, General Education Provisions Act (GEPA) Attestation**, completed and signed
* **Appendix G, Demonstrated Past Effectiveness Form,** completed

**File #2**:

* **Appendix E, Application** (one for each AECDH), completed
  + Section I: General Information and Overview
    - Overview of the Organization
    - Consortium/Subcontractors *(if applicable)*
    - Litigation
    - Financial Viability, and all related documents
    - Certificate of Insurance, and all related documents
  + Section II: Proposed Project
    - Questions 1 – 9
* **Appendix H, Program Schedule and Alignment**, completed
* **Appendix I, Qualifications of Personnel Form**, completed

**File #3**:

* **Appendix J, Cost Proposal Form**
  + **Budget Narrative**, complete
  + **Budget Form,** complete