**STATE OF MAINE**

**Department of Education**

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



**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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| **RFP Coordinator** | *All communication regarding the RFP must be made through the RFP Coordinator identified below*.  **Name:** Amy Poland **Title:** Professional Development Coordinator  **Contact Information:** amy.poland@maine.gov |
| **Submitted Questions Due** | *All questions must be received by the RFP Coordinator identified above by:*  **Date:** January 25, 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:** February 29, 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# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

The State of Maine is seeking proposals for programs and services to provide Integrated English Language/Civics Education and Integrated Education and Training programs and services (IELCE/IET) which enable multilingual learners to improve their English language, academic, literacy, citizenship preparation, occupational and employability skills to result in postsecondary education and employment.

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 February 29, 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:

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| 1. **RFP**: Request for Proposals *(state definition)* |
| 1. **State**: State of Maine *(state definition)* |
| 1. **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: a) planning; b) administration, including carrying out performance accountability requirements; c) professional development; d) 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 e) 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). |
| 1. **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; |
| * 1. transition to postsecondary education and training; and |
| * 1. obtain employment (WIOA, § 203(1)). |
| 1. **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)*. |
| 1. **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)* |
| 1. **AEFLA**: Adult Education and Family Literacy Act |
| 1. **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)). |
| 1. **Adult High School Diploma**: Secondary educational offerings that lead to a high school diploma awarded by the local school administrative unit.*(state definition)* |
| 1. **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)* |
| 1. **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)* |
| 1. **Basic Skills Deficient**: 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 |
| * 1. 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)). |
| 1. **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; |
| * 1. 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.); |
| * 1. includes counseling to support an individual in achieving the individual’s education and career goals; |
| * 1. 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; |
| * 1. 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; |
| * 1. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and |
| * 1. helps an individual enter or advance within a specific occupation or occupational cluster (WIOA §3(7)). |
| 1. **CASAS**— Comprehensive Adult Student Assessment System: The State-approved assessment designed to assess reading and math skills of adult education learners *(state definition).* |
| 1. **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 4) taught by an instructor with valid Maine certification or who meets any minimum qualifications established by the State, where applicable, and who have access to high quality professional development *(state definition)* |
| 1. [**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)* |
| 1. **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)* |
| 1. **Contextualized Instruction**: Instruction that links the learning of basic skills with the occupational content to which the skills need to be applied *(state definition)*. |
| 1. **Correctional Institution**: Any (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (WIOA, §225(e)(1)). |
| 1. **Credential of Value**- Credentials of value include college degrees, skilled trade credentials, and professional certificates and certifications |
| 1. **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)* |
| 1. **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)* |
| 1. [**Education Department General Administrative Regulations (EDGAR)**](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html): US Department of Education’s regulations governing funding. |
| 1. **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)* |
| 1. **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).* |
| 1. **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)). |
| 1. **Eligible Individual**: An individual-- |
| * 1. who has attained 16 years of age; |
| * 1. who is not enrolled or required to be enrolled in secondary school under State law; and |
| * 1. who— |
| * + 1. is basic skills deficient |
| * + 1. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level or education; or |
| * + 1. is an English language learner (WIOA, §203(4)). |
| 1. **Eligible Provider**: The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—(A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (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 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 (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I) (WIOA §203(5)). |
| 1. **English Language Acquisition** (ELA) Program: The term “English language acquisition program” means 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 |
| * 1. that leads to— |
| * + 1. attainment of a secondary school diploma or its recognized equivalent; and |
| * + 1. transition to postsecondary education and training; or |
| * + 1. employment (WIOA §203(6)). |
| 1. **English Language Learner** (ELL): With respect to an eligible individual, means an eligible 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 |
| * 1. who lives in a family or community environment where a language other than English is the dominant language (WIOA §203(7)). |
| 1. [**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)*. |
| 1. **Essential Components of Reading Instruction**: The term “essential components of reading instruction” means explicit and systematic instruction in— |
| * 1. phonemic awareness; |
| * 1. phonics; |
| * 1. vocabulary development; |
| * 1. 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).* |
| 1. **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)*. |
| 1. **Foreign Trained Professionals** -Individual with a post-secondary education including professional certifications and higher. |
| 1. [**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)*. |
| 1. **High School Completion** (HSC): Attainment of a 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)*. |
| 1. **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)* |
| 1. **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 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)*. |
| 1. **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, to help individuals to obtain or retain employment *(state definition)*. |
| 1. **In-Kind:** Valued non-cash contributions, services, property, or assistance received by the literacy program, for literacy program operations *(state definition)*. |
| 1. **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)*. |
| 1. **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 such 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)). |
| 1. **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)). |
| 1. **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)* |
| 1. **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)* |
| 1. **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)* |
| 1. **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)). |
| 1. **Local Boards** (LB): A local workforce development board established under Section 107(c)(4)(B)(i) (WIOA §3(33)). |
| 1. **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:9101%20edition:prelim))). |
| 1. **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)*. |
| 1. **Maine DOE**: Maine Department of Education |
| 1. **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)*. |
| 1. **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)*. |
| 1. **Multilingual Learner** (ML): Learners with a primary or home language other than English who are in the process of acquiring English *(state definition)*. |
| 1. **National Reporting System** (NRS): An outcome-based reporting system for the state-administered federally-funded literacy program *(state definition)*. |
| 1. **Non-Federal Match**: The commitment of state or other non-federal funds required to receive federal contributions *(state definition)*. |
| 1. **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)*. |
| 1. **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)*. |
| 1. **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)*. |
| 1. **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)*. |
| 1. **Supportive Services**: Services such as transportation, child care, 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)). |
| 1. **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)). |
| 1. **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)). |
| 1. **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**

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

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

# **PART I INTRODUCTION**

## Purpose and Background

The Maine Department of Education (Department), as required by the Workforce Innovation and Opportunity Act (WIOA) 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) Section 243, Integrated English Literacy and Civics Education/Integrated Education and Training. This document provides instructions for submitting proposals, the procedure and criteria by which the awarded Applicant will be selected, and the contractual terms which will govern the relationship between the State of Maine (State) and the awarded Applicant.

It is the purpose of Maine Adult Education under [WIOA Title II Section 243](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-ielce-report-to-congress-final-508.pdf) to provide Integrated English Literacy Civics Education and Integrated Education and Training programs, activities and services that also align with the goals in the [State of Maine WIOA Unified Plan](https://www.maine.gov/swb/reports/state_plan/2020-2023_state_plan/index.shtml) and focus on English language acquisition, citizenship, college readiness and transition to postsecondary, and employment. Definitions relevant to Integrated English Literacy Civics Education and Integrated Education and Training programs, activities and services are defined in this RFP document. The 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, the Workforce Innovation and Opportunity Act (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. Title II of WIOA retains and expands the purposes of the Adult Education and Family Literacy Act (AEFLA), which aims to help adults, including immigrants, acquire the skills and knowledge necessary to obtain employment, become full partners in the educational development of their children, improve economic opportunities for their family, and aid in the transition to postsecondary education and training. English language learners, representing more than 40 percent of AEFLA participants nationally, continue to be a substantial portion of adults served in U.S. adult education programs. In Maine, 49% of adults served with AEFLA funds are English language learners.

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 has been working 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 is responsible for the administration and oversight of Maine’s statewide adult education system.

In statute ([20-A M.R.S. § 8601-A](https://www.mainelegislature.org/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 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
      5. Adult career and technical education.

Beginning in FY18, the Maine DOE established nine adult education and career development areas that were aligned with the boundaries of the three local workforce boards. To encourage innovation and maximize efficiencies and resources, local adult education providers within these geographic areas were formed into hubs. **The Maine DOE anticipates no more than one award per hub to any AECDH with demonstrated need. Applicants must consider and demonstrate within their responses to the RFP how they intend to provide IELCE/IET program and services throughout the hub and their capacity to do so.**

Each hub contains the following counties and workforce boards. The application must clearly identify the hub(s) the applicant intends to serve.

|  |  |  |
| --- | --- | --- |
| **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 |

## 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 a Applicant in the preparation of a response to the RFP. This includes attendance at personal interviews or other meetings and software or system demonstrations, where applicable.
  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, information obtained through interviews/presentations (if any), and internal Maine DOE 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. **Consortium Applicants:**
  7. 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.
  8. 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.
  9. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.
  10. All consortium members must provide data separately.
  11. 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.
  12. 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.).
  13. 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.
  14. All applicable laws, whether or not herein contained, are included by this reference. It is the Applicant’s responsibility to determine the applicability and requirements of any such laws and to abide by them.

## Eligibility to Submit Bids

All organizations who meet the definition of “Eligible Provider” described below and with a demonstrated need for IELCE/IET services are invited to submit bids. Demonstrated need is 50 or more individuals aged 18-64 in the service area whose English is a barrier to employment *(state requirement)*.

Interested Applicants shall complete **Appendix C—Eligible Provider Form** and submit it with the proposal. The Maine DOE will review all proposals to determine eligibility as defined by the requirements published below. Applicants determined to be ineligible because they did not meet the eligible provider of demonstrated effectiveness requirements will not be considered for funding. Applicants will be notified in writing that they are ineligible and will have appeal rights as outlined in PART V, F. Refer to PART V, A for the eligibility review process.

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 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)

**k.** Other

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 and 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](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf) 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.

All applicants must use the Demonstrated Effectiveness chart found in the **Appendix F** 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.

**Note:** Where available, Applicant should provide data specific to English Language Acquisition, Civics Education, Integrated Educated and Training (and similar programs) and/or other relevant activities. If such data is not available, Applicant may use data related to their overall ability to provide Adult Education and Literacy activities as such activities are defined in WIOA and the Maine Unified Plan.

**Consortium Applicants:** The consortium must meet the eligibility criteria as outlined above. Each consortium member must complete **Appendix C** and provide data in **Appendix F.**

## Contract Term

The Maine DOE is seeking a cost-efficient proposal 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, in order 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 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 |

## Number of Awards

The Maine DOE anticipates no more than one award per hub to any AECDH with demonstrated need. The total estimated grant funds available for Maine are $110,595.20.

The Maine DOE reserves the right to award grant funds in amounts different than the applicant’s budget request and the anticipated 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.

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

The Integrated English Literacy and Civics Education program refers to the use of funds provided under section 243 of the Workforce Innovation and Opportunity Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries. The Integrated English Literacy and Civics Education program delivers educational services as described in [§463.33](https://www.ecfr.gov/current/title-34/section-463.33) and such educational services must be delivered in combination with integrated education and training activities as described in [§463.36](https://www.ecfr.gov/current/title-34/section-463.36). ([3 CFR 463.70](https://www.ecfr.gov/current/title-34/section-463.70))

As funds for this Section 243 grant are limited, applicants must be able to show a significant need for these services in the Hub in which services will be provided. Significant need is defined as 50 or more individuals aged 18-64 whose English is a barrier to employment within the service area. *(state requirement)*

## Eligible Integrated English Literacy and Civics Education Services

1. These services are integrated English literacy and civics education services as defined in WIOA sec. 203(12) as educational services that include both literacy and English language instruction integrated with civics education. ([34 CFR 463.33](https://www.ecfr.gov/current/title-34/section-463.33))
2. These services are designed for English language learners, including professionals with degrees and credentials obtained in their native countries ([34 CFR 463.33)](https://www.ecfr.gov/current/title-34/section-463.33)
3. Such educational services must be delivered in combination with integrated education and training activities as described in §[463.36](https://www.ecfr.gov/current/title-34/section-463.36). ([3 CFR 463.70](https://www.ecfr.gov/current/title-34/section-463.70))

Eligible providers receiving funds through the IELCE program may meet the requirement to use funds for IELCE in combination with integrated education and training activities by:

* Co-enrolling participants in integrated education and training as described in subpart D that is provided with the local or regional workforce development area from sources other than section 243 of WIOA; or
* Using funds under section 243 of WIOA to support integrated education and training activities as descried in sub part D. ([3 CFR 463.74](https://www.ecfr.gov/current/title-34/section-463.74))

**In delivering IELCE/IET services, eligible providers are required to (WIOA §231(e))**

1. Be responsive to—
   1. Regional needs as identified in the local plan under [WIOA Title I §108](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf); 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. Serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Demonstrate past effectiveness in improving the literacy of eligible individuals to meet State-adjusted levels of performance for the primary indicators of performance described in [WIOA, Title I, §116](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf), especially with respect to eligible individuals who have low levels of literacy;
4. Align proposed activities and services to the strategy and goals of the local plan under [WIOA Title I, §108](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf), as well as with the activities and services of the one-stop partners;
5. Demonstrate that the 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. In accordance with the [Maine WIOA Unified State Plan](https://www.maine.gov/swb/reports/state_plan/2020-2023_state_plan/index.shtml), instruction in reading, writing, speaking, mathematics, and English language acquisition should be aligned with the state-adopted Career and College Readiness Standards for Adults or English Language Proficiency Standards and based on the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. Deliver activities that 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. Deliver activities that 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. Ensure that activities are delivered by well-trained instructors, counselors, and administrators who meet the minimum state qualifications and certifications, where applicable, and who have access to high quality professional development, including through electronic means;
10. Coordinate activities 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. Provide activities that offer flexible schedules and coordination with Federal, State, and local support services (such as child care, 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. Maintain high-quality, accurate data of measurable participant outcomes (consistent with [WIOA Title I, §116](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf)) in the state adult education managed information system and monitor program performance to demonstrate the ability to meet the goals outlined here through a variety of data sources, including academic assessment scores, attendance, and activity; and
13. Deliver additional English language acquisition programs and civics education programs in the local areas where eligible provider is located has a demonstrated need.

## Allowable Expenditures

Those costs that are necessary, reasonable, and allocable as permitted by [EDGAR, Uniform Grant Guidance](https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html), and permitted by WIOA Title II, WIOA Title II Rule and Joint Rule are allowable. Funding must be used to support the development, planning, and operation of Integrated English Literacy and Civics Education/Integrated Education and Training programs to eligible individuals and across their adult education and career development hub *(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](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf))—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](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf))—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 Sec. 243 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). 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.

## Unallowable Expenditures

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

Capital improvements which add permanent value

Out-of-state travel, unless prior approval by the Maine DOE*(state requirement)*

General purpose equipment (e. g. furniture, microwaves, air conditioning, appliances)

Incentives of non-educational value

Food-related expenses

Scholarships and student aid costs

Lobbying

Gifts for teachers or students

Entertainment

Graduation expenses

Travel for anything other than approved adult education business

Life insurance, dental insurance and other benefits other than those listed as allowable above

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.

## 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**

## 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 L** (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: [Division of Procurement Services RFP Page](https://www.maine.gov/dafs/bbm/procurementservices/vendors/rfps). It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

## Amendments

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/rfps). It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

## Submitting 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# 202401001 Proposal Submission – [Applicant’s Name]”**
     6. Applicant’s proposal submissions are to be broken down into multiple files, with each file named as it is titled in bold below, and include:
* **File 1 [Applicants’s Name] – General Information and Overview:**

*PDF format preferred*

**Appendix A** (Proposal Cover Page)

**Appendix B** (Debarment, Performance and Non-Collusion Certification)

**Appendix C** (Eligible Provider Form)

**Appendix D** (Statement of Federal Assurances)

All required eligibility documentation stated in PART IV, Section I.

* **File 2 [Applicants’s Name] – Proposed Project:**

*PDF and Excel format preferred*

**Appendix E** (Application—Proposal Contents)

**Appendix F** (Demonstrated Past Effectiveness Chart)

**Appendix G** (Program Schedule and Alignment)

**Appendix H** (Qualifications of Personnel)

**Appendix I** (General Education and Provisions Act Statement)

All required information and attachments stated in PART IV, Section II.

* **File 4 [Applicant’s Name] – Budget Proposal:**

*Excel format preferred*

**Appendix J** (Budget Proposal Form) and all required information and attachments stated in PART IV, Section III.

# **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.

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 General Information and Overview (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 F**, Demonstrated Past Effectiveness Form (to be submitted with Section II). If the proposal is being submitted as a consortium, each consortium member must complete **Appendix C** and include data in **Appendix G**.

* 1. **Statement of Federal Assurances**

Applicants must complete **Appendix D** (Statement of Federal Assurances).

* 1. **Consortium/Subcontractors**

Provide a list and organizational 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 as it relates to the proposed project.

* 1. **Litigation**

Applicants must 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 the 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.

* 1. **Financial Viability**

Applicants must provide the following information for each of the past three tax years:

* + 1. Balance Sheets
    2. Income (Profit/Loss) Statements

*OR*

Applicants must provide a current copy of their Dun & Bradstreet Business Information Report Snapshot.

* 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 (File #2)

* 1. **Services to be Provided**

Applicants must complete **Appendix E** (Application— Proposal Contents) to discuss how they will meet the Scope of Services referenced above in Part II of the RFP**. The narrative response in Appendix E should not exceed 20 pages.** Give particular attention to describing the methods and resources you will use and how you will accomplish the tasks involved. Also, describe how you will ensure expectations and/or desired outcomes as a result of these services will be achieved. If subcontractors are involved, clearly identify the work each will perform.

* 1. **Demonstrated Past Effectiveness**

Applicants must complete **Appendix F** (Demonstrated Past Effectiveness) with performance data for the past two consecutive years *(state requirement)*. If applying as a consortium, each consortium member must provide data as outlined in Appendix F and in Part I, Section C.

* 1. **Program Schedule and Alignment**

Applicants must complete **Appendix G** (Program Schedule and Alignment)with the IELCE and IET programming that will be offered relative to the grant application.

* 1. **Qualifications of Personnel**

Applicants must complete **Appendix H** (Qualifications of Personnel) with present information on the personnel relative to this grant application.

* 1. **General Education and Provisions Act (GEPA) Statement**

Applicants must provide a description in **Appendix I** (GEPA Statement) 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. The GEPA provision applies to applicants for new grant awards under the U.S. Department of Education’s programs. This provision is [Section 427 of GEPA](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc) enacted as part of the Improving America’s Schools Act of 1994 (Public-Law 103-382).

## Section III Budget Proposal (File #3)

* 1. **General Instructions**
     1. Applicants must submit a budget proposal that covers the period starting on July 1, 2024, and ending on June 30, 2026.
     2. The budget 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 may be included.
  2. **Budget Proposal Form Instructions**

Applicants must fill out **Appendix J** (Budget Proposal Form), which includes the Budget Narrative and Budget Forms, 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:

## Eligible Provider Review

* 1. The Maine DOE will review each application to determine if it meets the eligible provider requirements in Part I, Section C of this RFP, and if it moves forward to the next stage of the review process. An Applicant 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](https://www.ecfr.gov/current/title-34/section-463.24) in the past two consecutive years. *(state requirement)*
     2. Applicant completes **Appendix F**—Demonstrated Past Effectiveness form. The applicant must provide data on eligible individuals served in any of the areas listed in [34 CFR 463.24](https://www.ecfr.gov/current/title-34/section-463.24) in the past two consecutive years. The data must demonstrate that the Applicant has improved the skills of the target population in any of the areas listed in [34 CFR 463.24](https://www.ecfr.gov/current/title-34/section-463.24) or has provided data on the outcomes of its participants as outlined in [34 CFR 463.24](https://www.ecfr.gov/current/title-34/section-463.24). *(state requirement)*
     3. Applicant has a demonstrated need for IELCE/IET services in the service area.
     4. The required application components are submitted per **Appendix K**—Required Application Components Checklist.
  2. Applicants determined to be ineligible because they did not meet the eligible provider of demonstrated effectiveness requirements will not be considered for funding. Applicants will be notified in writing that they are ineligible and will have appeal rights as outlined in Part V., Section F.

## 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.

## 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.

## 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 points)**

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

**Section III. Budget Proposal (25 points)**

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

* 1. **Scoring Process:** For proposals that demonstrate meeting the eligibility requirements in Section I, the evaluation team will use a consensus approach to evaluate and score Sections II & III above. Members of the review team will not sure those sections individually, but, instead, will arrive at a consensus as to assignment of points for each of those sections. Section III, Budget Proposal, will be scored as described below in a consensus approach.
  2. **Scoring the Proposed Project:** The review team will use a consensus approach to evaluate the Proposed project. A review panel comprised of individuals with expertise in adult education and literacy will evaluate proposals and provide recommendations to MDOE regarding consideration for funding. 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.

**Criteria Used to Evaluate Applications**

Each application will be reviewed regarding the criteria below:

* **Organizational Capacity**: The program must have the expertise 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 Budget Proposal:** Budget narratives and forms are considered the Budget portion of the proposal. The review team will consider the degree to which the project represents a *good return for the investment*. They will consider the 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.
  2. **Negotiations:** The Maine DOE reserves the right to negotiate with the awarded Applicant to finalize a contract. Such negotiations may not significantly vary the content, nature or requirements of the proposal or the Department’s Request for Proposal to an extent that may affect the price of goods or services requested. The Maine DOE reserves the right to terminate contract negotiations with an awarded Applicant 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 conditional award selection or non-selection will be made in writing by the Maine DOE.
  3. Issuance of the 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 the RFP, 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.

## Appeal of Contract Awards

* 1. **State Appeal of Contract Awards:** 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**

## 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.

## 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 Form

**Appendix E** – Application Proposal – Contents

**Appendix F** – Demonstrated Past Effectiveness Chart

**Appendix G** – Program Schedule and Alignment

**Appendix H** – Qualifications of Personnel

**Appendix I** – General Education and Provisions Act Form

**Appendix J** – Budget Proposal Form

**Appendix K** – Required Application Components Checklist (optional)

**Appendix L** – Submitted Questions Form

**Related Resources:**

* [Maine Department of Education, Adult Education website](https://www.maine.gov/doe/learning/adulted)
* [State of Maine Unified Plan, 2020 – 2023](https://www.maine.gov/swb/reports/state_plan/2020-2023_state_plan/index.shtml)
* [Building Opportunities through Integrated English Literacy and Civics Education](https://lincs.ed.gov/program/building-opportunities-ielce)
* [ADVANCE Integrated Education and Training (IET)](https://lincs.ed.gov/federal-initiatives/iet-toolkit)

**APPENDIX A**

**State of Maine**

**Department of Education**

# **PROPOSAL COVER PAGE**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:** | |  | | |

* 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# 202401001**  
**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

|  |  |
| --- | --- |
| **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# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

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

|  |  |  |
| --- | --- | --- |
| **Please answer the following question based on the past two 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. **Has the provider delivered corrections education? (if applicable)** |  |  |

Please indicate the applicant organization-type. **All consortium members must complete this form**.

**Applicant Organization Type:** (Select all that apply)

* 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

Describe your organization:

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

**APPENDIX D**

**State of Maine**

**Department of Education**

# **STATEMENT OF FEDERAL ASSURANCES**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

|  |  |
| --- | --- |
| **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—PROPOSAL CONTENTS**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

Please indicate the Adult Education and Career Development Hub(s) for which the Applicant would like to be considered for IELCE/IET funding. Provide a separate complete RFP Response 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” on submitted attachment.

1. **Financial Viability** *(state requirement)*

Provide the following information for each of the past three tax years:

* Balance Sheets
* Income (Profit/Loss) Statements
* ***OR*** Applicants must provide a current copy of their Dun & Bradstreet Business Information Report Snapshot.

**APPENDIX E (continued)**

Additional items being reviewed in Section I is the Proposal Cover Page, Debarment, Performance, and Non-Collusion Certifications, Eligible Provider Form, Statement of Federal Assurances, Organizational Chart, and Certificate of Insurance.

**Section II: Proposed Project:**

The Eligible Provider will deliver **Integrated English Literacy and Civics Education combined with Integrated Education and Training (IELCE/IET)** to eligible individualswithin their Adult Education and Career Development Hub (AECDH).

Where available and appropriate, the Applicant will use data from reputable and verifiable sources to respond to the questions below. As funds are limited, the Applicant must be able to show a significant need (at least 50 eligible individuals) for these services in the service area. *(state requirement)*

Please describe how the IELCE program, designed in combination with integrated education and training activities, will

* Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
* Integrate with the local workforce development system and its functions to carry out the activities of the program (34 CFR 463.73).
* Co-enroll participants in integrated education and training as described in 34 CFR 463.35 and 34 CFR 463.36 that is provided with the local or regional workforce development area from sources other than section 243 of WIOA; or use the funds under WIOA section 243 to support integrated education and training activities as described in 34 CFR 463.35 and 34 CFR 463.36.

Include the following considerations in your response:

* **Regional and community need:** How does it meet the needs identified and align with the strategies and goals in the local workforce development board plan under Section 108? How does it meet the needs of the individuals in the community most in needs of services, including English language learners, individuals with barriers to employment and professionals with degrees and credentials in their native countries?
* **Demonstrated Past Effectiveness:** How has the applicant demonstrated effectiveness in serving eligible individuals, in particular, individuals who have low levels of literacy and are English language learners, relevant to the services contained in this application for funds? Please use data from **Appendix G—Demonstrated Past Effectiveness Form**, as well as narrative in your response.
* **Learner-Centered Design:** What strategies will be used for outreach, intake, orientation, and retention of learners? What processes will be used to assess an individual’s current needs and abilities, including how the applicant will identify learners with disabilities? What specific programmatic and instructional strategies will be used to promote inclusion and provide access and services to the needs of learners with physical, emotional, mental, and learning disabilities? How will the applicant offer flexible schedules and coordination with agencies and supportive services to enable participants to attend and complete the program?
* **Instructional Model:** How will the instructional model ensure that instruction in reading, writing, speaking, mathematics, and English language acquisition is based on evidence-based practices and is of sufficient intensity and duration? How will instructional practice provide learning in real-life contexts to ensure that an individual has the basic, English language, and workplace skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship? How will technology be used to enhance equity and access to instruction for participants (e.g., distance or blended learning, digital skill integration, edtech tools, etc.)?
* **One-Stop and Community Partnerships:** How do the activities align with the area one-stop partners to meet the participants’ personal, academic, and career needs? How will the applicant coordinate with other community resources, such as public schools, postsecondary institutions, one-stop partners, job training providers, employers and social service agencies, to support the participants’ personal, academic and career goals?
* **Personnel Qualifications:** How does the applicant recruit and retain qualified staff (instructors, advisors, administrators)? What professional learning opportunities are available for staff related to the IELCE/IET program?
* **Data Controls:** What are the data processes and procedures and quality controls that ensure accurate and timely data collection, entry, and reporting? How will the applicant use the data to improve performance as well as to increase recruitment and retention efforts.

**APPENDIX F**

**State of Maine**

**Department of Education**

# **DEMONSTRATED PAST EFFECTIVENESS**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

**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 IELCE/IET, WIOA, sec. 243** | | | | | | |
| **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 above. 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 IELCE/IET, WIOA, sec. 243** | | | | | | |
| **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 IELCE/IET, WIOA, sec. 243** | | | | | | |
| **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 above. 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 NOT Previously Funded under IELCE/IET, WIOA, sec. 243** | | | | | | |
|  | **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 ABOVE:



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 above. 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 NOT Previously Funded under IELCE/IET, WIOA, sec. 243** | | | | | | |
| **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 IELCE/IET, WIOA, sec. 243** | | | | | | |
|  | **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 ABOVE:



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 above. 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

**APPENDIX G**

**State of Maine**

**Department of Education**

# **PROGRAM SCHEDULE AND ALIGNMENT**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

**Instructions:**

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

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



**APPENDIX H**

**State of Maine**

**Department of Education**

# **QUALIFICATIONS OF PERSONNEL**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

**Instructions:** Please complete the chart provided to present information on the 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 only include personnel relative to this grant application.**

****

**APPENDIX I**

**State of Maine**

**Department of Education**

# **GENERAL EDUCATION AND PROVISIONS ACT ATTESTATION**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

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

**APPENDIX J**

**State of Maine**

**Department of Education**

# **BUDGET PROPOSAL FORM**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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

**General Budget Information:**

* The budget and budget narrative 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 IELCE/IET funding.
* The requested amount should be appropriate and reasonable for the size and scope of the project.
* Refer to **PART II** **SCOPE OF SERVICES TO BE PROVIDED**  **for specific guidance on allowable and unallowable expenses.**

****

**Budget Narrative:** *(No more than 750 words. This excludes the budget forms.*

**Instructions:**

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.

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.

Provide a detailed narrative describing how items with the budget support the accomplishment of the Applicant’s specific IELCE/IET program goals and outcomes. The Budget Narrative must align with and provide an explanation of the content in the Budget Forms.

**Please address the following items:**

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.
3. 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**

# **REQUIRED APPLICATION COMPONENTS CHECKLIST**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

**NOTE:** Use of this checklist is **optional**. It does not need to be submitted with the Applicant’s proposal.

The completed proposal **must** be submitted electronically to [proposals@maine.gov](mailto:proposals@maine.gov) by **\_\_\_\_** by 11:59 pm and shall include the documents below:

**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

**File #2**:

* **Appendix E, Application—Proposal Contents**, completed
  + Organization Overview, completed
  + Consortium/Subcontractors, completed *(if applicable)*
  + Litigation, completed
  + Financial Viability, documents provided
  + Certificate of Insurance, documents provided
  + Narrative response for Proposed Project
* **Appendix F, Demonstrated Past Effectiveness form,** completed
* **Appendix G, Program Schedule and Alignment**, completed
* **Appendix H, Qualifications of Personnel Form**, completed
* **Appendix I, General Education Provisions Act (GEPA) Attestation**, completed and signed

**File #3**:

* **Appendix J, Cost Proposal,** spreadsheet completed for FY25 and FY26
* **Budget Narrative**, completed

**APPENDIX L**

**State of Maine**

**Department of Education**

# **SUBMITTED QUESTIONS FORM**

**RFP# 202401001**

**FY25-27 Competitive Grant Application for**

**Integrated English Literacy and Civics Education- Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)**

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.

|  |  |
| --- | --- |
| **Applicant Name:** |  |

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