

STATE OF MAINE
Department of Education
Adult Education

RFP# 201502028

Maine College Transition Services

RFP Coordinator: Nancy Dionne
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From the time this RFP is issued until award notification is made, all contact with the State regarding this RFP must be made through the aforementioned RFP Coordinator. No other person / State employee is empowered to make binding statements regarding this RFP. Violation of this provision may lead to disqualification from the bidding process, at the State's discretion.

Deadline for Submitted Questions: April 10, 2015, 5:00 p.m. local time.
Submit questions to the RFP Coordinator.

Proposals Due: April 21, 2015, not later than 2:00 p.m. local time

Submit to:

Division of Purchases
Burton M. Cross Building, 111 Sewall Street, 4th Floor
9 State House Station, Augusta ME 04333-0009

TABLE OF CONTENTS

PUBLIC NOTICE..... 2

PART I INTRODUCTION..... 3

 A. Purpose, Definition & Eligibility Requirements..... 3

 B. General Provisions..... 4

 C. Contract Term..... 4

 D. Number of Awards..... 5

PART II SCOPE OF SERVICES 5

PART III KEY RFP EVENTS 7

 A. Timeline of Key RFP Events..... 7

 B. Questions..... 7

 C. Submitting the Proposal.....7

PART IV PROPOSAL SUBMISSION REQUIREMENTS..... 8

 A. Proposal Format..... 8

 B. Proposal Contents and Score Value..... 9

 The proposal contents appear in Appendix A and includes all forms required to submit the proposal

 C. Evaluation..... 9

 D. Selection and Award..... 10

 E. Appeal of Contract Awards..... 10

PARTS V CONTRACT ADMINISTRATION AND CONDITIONS..... 11

 A. Contract Document..... 11

 B. Standard State Agreement Provisions.....11

PART VI APPENDICES..... 12

Appendix A RFP Forms..... 12

Section I Program Components..... 13

 1. Partnerships and Alignment..... 13

 2. Intake..... 13

 3. Individual Learning Plans..... 14

 4. Ongoing Assessment and Learning..... 14

 5. Career Planning and Advising..... 15

 6. Instruction..... 16

 7. Support Services..... 16

 8. Data Management..... 17

 9. Program Monitoring and Evaluation..... 18

 10. Professional Development..... 18

 11. Educational Programing.....18

Section II Fiscal Administration 19

Section III Budget..... 20

 1. Participating Program Budget Form 21

 2. MCT Local Participation –Financial and In-Kind Resources..... 22

 3. MCT Combined Proposal Budget..... 23

 4. MCT Services Activity and Anticipated Expenditures..... 24

Section IV Debarment, Performance, and Non-Collusion Certification..... 25

Memorandums of Understanding

Appendix B

Consensus Score Information.....26

PUBLIC NOTICE

**STATE OF MAINE
Department of Education
Public Notice for RFP# 201502028
Maine College Transition Services**

The State of Maine Department of Department of Education Office of Adult Education and Family Literacy, in accordance with State procurement practices, is hereby announcing the publication of a Request for Proposals (RFP) # 201502028 for grants for adult education programs to provide Maine College Transitions programming and support for adults interested in post-secondary education.

A copy of the RFP can be obtained by contacting Nancy Dionne in the Office of Adult Education and Family Literacy by email at nancy.dionne@maine.gov or regular mail at Office of Adult Education, 23 State House Station, Augusta, ME 04333-0023. The Department encourages all interested vendors to obtain a copy of the RFP and submit a competitive proposal.

Proposals must be submitted to the State of Maine Division of Purchases, located at the Burton M. Cross Office Building, 111 Sewall Street, 4th Floor, 9 State House Station, Augusta, Maine, 04333-0009. Proposals must be submitted by 2:00 pm, local time, on Tuesday, April 21, 2015 at which time proposals will be opened at the Division of Purchases' aforementioned address. Proposals not received at the Division of Purchases' aforementioned address by the aforementioned deadline will not be considered for contract award.

State of Maine - Department of Education
RFP # 201502028
Maine College Transition Services

PART I INTRODUCTION

A. Purpose, Definition and Eligibility Requirements

1. The Department of Education (“Department”) is seeking proposals from adult education programs to provide Maine College Transition programs and services to adults seeking post-secondary education. The term adult education according to Workforce Innovation and Opportunity Act means academic instruction and education services below the postsecondary level that increase an individual’s ability to 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: transition to postsecondary education and training; and obtain employment. This Request for Proposals (RFP) document 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 Bidder(s).
2. Maine College Transitions programs are defined as formalized processes and organized activities offered by local adult education programs that include career planning, case management through data collection, instruction in basic skills development to college levels, and the development of a peer cohort or coaching system. (Ensure America’s Future, CAAL, 2005.)
3. The purpose of this initiative is to provide an integrated program of services that incorporates individual advising services, and developmental educational programs designed to increase the skill levels of adult learners and improve their prospects of applying for and success in post-secondary education.
4. The target population for services under this grant includes: students currently enrolled in high school equivalency completion programs and adult high school diploma candidates; graduates of an adult education program; adult learners who have had an interruption in their education, and adults with high school diplomas who are in need of multiple developmental courses.
5. Eligibility Requirements
 - a. Local education agency (LEA) adult education programs are eligible to apply.
 - b. The adult education programs must be current in submitting required reports, have current accurate data submitted to the MaineSTARS data system, and have corrective action plans in place resulting from citations identified during program reviews.
 - c. Provide or have provided transitions activities.
 - d. Have a proven track record of association and coordination with a regional post-secondary institution.
 - e. Have the organizational capacity to implement and administer the project.
 - f. Propose to serve: currently enrolled HiSET preparation and adult high school diploma candidates; graduates of an adult education program; adult learners who have had an interruption in their education of at least two years; and adults with high school diplomas who are in need of developmental courses or are referred by post-secondary institutions.
 - g. Provide advising services to assist current academic students with preparation of post-secondary plans.
 - h. Can implement data collection procedures and reporting on program enrollments in the college transitions program (as defined by the Maine Department of Education) and placements in post-secondary programs.

- i. Develop local marketing plans to attract adult diploma students, high school equivalency candidates, and non-traditional adult learners to the program.
- j. Have successful collaborations in place with other adult education programs in the region to provide college transition programming,
- k. Collaborate with post-secondary institutions in placement testing, recruitment activities, referral practices, and assistance with application procedures including financial aid planning, and data collection for the purposes of this grant.

B. General Provisions

1. Issuance of this RFP does not commit the Department to issue an award or to pay expenses incurred by a Bidder in the preparation of a response to this RFP. This includes attendance at personal interviews or other meetings and software or system demonstrations, where applicable.
2. All proposals should adhere to the instructions and format requirements outlined in this RFP and all written supplements and amendments (such as the Summary of Questions and Answers), issued by the Department. Proposals are to follow the format and respond to all questions and instructions specified in Part IV, the “Proposal Submission Requirements” section of this RFP.
3. Bidders shall take careful note that in evaluating a proposal submitted in response to this RFP, the Department shall only consider materials provided in the proposal, information obtained through interviews/presentations (if any), and internal Departmental information of previous contract history with the Bidder (if any). The proposal shall be signed by a person authorized to legally bind the Bidder and shall 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.
4. The RFP and the selected Bidder’s proposal, including all appendices or attachments, will be incorporated in the final contract.
5. Following announcement of an award decision, all submissions in response to this RFP will be considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) (1 M.R.S. §§ 401 *et seq.*).
6. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to this RFP.
7. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be Proposer’s/Vendor’s responsibility to determine the applicability and requirements of any such laws and to abide by them.

C. Contract Term

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

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

Period	Start Date	End Date
Initial Period of Performance	July 1, 2015	June 30, 2016

There will be an option for three 1 year renewals at the sole discretion of the Maine Department of Education.

D. Number of Awards

The Department anticipates making up to twenty awards as a result of this RFP process. The exact award amounts will be negotiated depending on the number of adult education programs collaborating on the proposal, region served and the estimated numbers of students anticipated to receive services. In the best interest of the State, the Department reserves the right to make award decisions in a manner that ensures statewide coverage for these services.

PART II SCOPE OF SERVICES

A. Partnerships and Alignment

Programs will have adequate, current, formal partnership agreements documented through memoranda of understanding with post secondary institutions, workforce development, and local, community and state agencies.

B. Intake

Orientation

Interview and Registration

Initial assessment (CASAS, ACCUPLACER, etc.), interest inventories, career awareness and exploration activities, initial creation of individual learning plan, initial advising session – these should aim students toward education, career and life goals

Assessment process that adheres to the State Assessment Policy or the requirements of a particular funding stream.

NOTE: The intake process should ensure that the student is engaged in educational activities guided by the individual learning plan.

C. Individual Learning Plans

Programs support students with developing individual learning plans with objectives based on personal interests with clear outcomes for education, career and life.

The plan organizes educational outcomes, training, and other services with strategies for reaching short and long-term goals and objectives in a manner that accelerates the student's educational and career advancement.

D. Ongoing Assessment and Learning

Pre and Post ACCUPLACER assessments required for MCT students

Appropriate assessments including CASAS, career interest and learning style inventories, industry-recognized assessments, etc. will be based on the needs, goals and progress of the student.

Programs integrate assessment results into ILP and portfolio process

E. Career Planning and Advising

Advising in adult education is providing assistance to students on academic, career and life options during program participation and after job placement

Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic, career and life success. This includes ensuring participants can access necessary workforce investment activities and supportive services. The individual learning plan shows evidence of ongoing advising and regular student review to update planning and guide services. Students understand how to use their Plan to guide their education, career and life choices.

F. Instruction

Curricula and instructional practices must be rigorous and aligned with developmental educational programming in the partnering postsecondary institutions.

Program shows evidence that curricula and instruction align to steps along student's pathway to postsecondary education.

Instruction should provide adult education literacy activities for specific occupations or occupational clusters for purpose of entering postsecondary education or training. Curricula integrate literacy and English language instruction.

G. Support Services

Evidence of availability of support services includes memoranda of understanding with related agencies capable of providing these services.

Marketing and Recruitment should include utilizing resources provided by the state to promote recognition of MCT as a statewide program supported by the Department of Education and be targeted towards eligible candidates.

H. Data Management

Program services will be guided by student achievement and persistence data, current labor market and employment data to ensure programming meets identified local needs. Data must be recorded on participants who enter the program, successfully complete the program, and enter postsecondary training or institutions within 18 months of entering program.

Data (including workforce and labor market) should be used to guide instruction, improve program services and improve student and program outcomes.

I. Program Monitoring and Evaluation

Ongoing internal review of MaineSTARS student data to ensure accuracy in reporting and inform program improvement

Grant report(s) as required – at least annually

On-time submission of reports

Ongoing review of financial data

J. Professional Development

All adult education instructional and administrative staff will develop and complete an individual annual professional development plan based on needs determined through self-assessment, local program data (i.e. outcomes data, student needs, program needs, and personnel evaluations, etc.) and recommendations of the local program administrator including CEH requirements.

Clear expectations for professional development participation of both new and experienced staff are communicated and supported. Staff evaluation procedures and tracking processes are in place supporting continuous professional growth and improvement.

Regularly scheduled professional development activities are supported and provided at the local program level.

K. Educational Programing

Programs will provide comprehensive MCT services for all MCT students.

Programs will support students in transitioning from ABE to ASE to MCT and on to post-secondary education, training and employment.

Educational program services will include academic college preparatory courses in math, English Language Arts, technology, financial aid, career awareness and exploration, college experience and college success.

PART III KEY RFP EVENTS

A. Timeline of Key RFP Events

Event Name	Event Date and Time
Due Date for Receipt of Written Questions	April 10, 2015 5:00 pm, local time
Due Date for Receipt of Proposals	April 21, 2015 at 2:00 pm, local time
Estimated Contract Start Date (subject to change)	July 1, 2015

B. Questions

1. General Instructions

- a. It is the responsibility of each Bidder to examine the entire RFP and to seek clarification in writing if the Bidder does not understand any information or instructions.
- b. Questions regarding the RFP must be submitted in writing and received by the RFP Coordinator listed on the cover page of this RFP document as soon as possible but no later than the date and time specified in the timeline above.
- c. Questions may be submitted by e-mail, and include the RFP Number and Title in the subject line. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.
- d. Include a heading with the RFP Number and Title. Be sure to refer to the page number and paragraph within this RFP relevant to the question presented for clarification, if applicable.

2. Summary of Questions and Answers: Responses to all substantive and relevant questions will be compiled in writing and distributed to all registered, interested persons by e-mail no later than seven (7) calendar days prior to the proposal due date. Only those answers issued in writing by the RFP Coordinator will be considered binding. The Department reserves the right to answer or not answer any question received.

C. Submitting the Proposal

- 1. PROPOSALS DUE:** Proposals must be received no later than 2:00 p.m. local time, on the date listed in the timeline above, at which point they will be opened. Proposals received after the 2:00 p.m. deadline will be rejected without exception.
- 2. Mailing/Delivery Instructions:** PLEASE NOTE: The proposals are not to be submitted to the RFP Coordinator at the requesting Department. The official delivery site is the State of Maine Division of Purchases (address shown below).
 - a. Only proposals received at the official delivery site prior to the stated deadline will be considered. Bidders submitting proposals are responsible for allowing adequate time for delivery. Proposals received after the 2:00 p.m. deadline will be rejected without exception. Postmarks do not count and fax or electronic mail transmissions of proposals are not permitted unless expressly stated in this RFP. Any method of hardcopy delivery is acceptable, such as US Mail, in-person delivery by Bidder, or use of private courier services.
 - b. The Bidder must send its proposal in a sealed package including one original and three copies of the complete proposal. Please clearly label the original. One electronic copy of the proposal must also be provided on CD or flash drive with the complete narrative and attachments in MS Word format. Any attachments that cannot be submitted in MS Word format may be submitted as Adobe (.pdf) files.
 - c. Address each package as follows (and be sure to include the Bidder’s full business name and address as well as the RFP number and title):

Bidder Name/Return Address

Division of Purchases
Burton M. Cross Building, 4th Floor
111 Sewall Street
9 State House Station
Augusta ME 04333-0009

Re: RFP# 201502028

PART IV PROPOSAL SUBMISSION REQUIREMENTS

This section contains instructions for Bidders to use in preparing their proposals. The Bidder's proposal must follow the outline used below, including the numbering and section and sub-section headings as they appear here. Failure to use the outline specified in this section or to respond to all questions and instructions throughout this document may result in the proposal being disqualified as non-responsive or receiving a reduced score. The Department and its evaluation team for this RFP have sole discretion to determine whether a variance from the RFP specifications should result in either disqualification or reduction in scoring of a proposal. Rephrasing of the content provided in this RFP will, at best, be considered minimally responsive. The Department seeks detailed yet succinct responses that demonstrate the Bidder's experience and ability to perform the requirements specified throughout this document.

A. Proposal Format

1. For clarity, the proposal should be typed or printed. Proposals should be single-spaced with 1" margins on white 8 ½" x 11" paper using a font no smaller than 12 point Times New Roman or similar.
2. All pages should be numbered consecutively beginning with number 1 on the first page of the narrative (this does not include the cover page or table of contents pages) through to the end, including all forms and attachments. For clarity, the Bidder's name should appear on every page, including Attachments. Each Attachment must reference the section or subsection number to which it corresponds.
3. Bidders are asked to be brief and to respond to each open-ended question in Appendix A, Section I - Program Components, with an answer of no more than 200 words.
4. The Bidder may not provide additional attachments beyond those specified in the RFP for the purpose of extending their response. Any material exceeding the proposal limit will not be considered in rating the proposals and will not be returned. Bidders shall not include brochures or other promotional material with their proposals. Additional materials will not be considered part of the proposal and will not be evaluated.
6. Include any forms provided in the application package or reproduce those forms as closely as possible. All information should be presented in the same order and format as described in the RFP.
7. It is the responsibility of the Bidder to provide all information requested in the RFP package at the time of submission. Failure to provide information requested in this RFP may, at the discretion of the Department's evaluation review team, result in a lower rating for the incomplete sections and may result in the proposal being disqualified for consideration.
8. Bidders should complete and submit the proposal cover page provided in Appendix A of this RFP and provide it with the Bidder's proposal. The cover page must be the first page of the proposal package. It is important that the cover page show the specific information requested, including Bidder address(es) and other details listed. The proposal cover page shall be dated and signed by a

person authorized to enter into contracts on behalf of the Bidder

B. Proposal Contents and Score Value

The proposal contents appear in Appendix A and includes all forms required to submit the proposal.

1. The Cover and Information page - Required - 0 Points
2. Section I Program Components – 84 Points
3. Section II Fiscal Administration – 6 Points
4. Section III Budget - 30 points
 - a. The Bidder must submit a cost proposal that covers the first year of the contract period. Please use the expected contract start date of July 1, 2015 and an end date of June 30, 2016 in preparing this section.
 - b. The cost proposal shall include the costs necessary for the Bidder to fully comply with the contract terms and conditions and RFP requirements.
 - c. 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 Department.
 - d. No costs related to the preparation of the proposal for this RFP or to the negotiation of the contract with the Department 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.
5. Debarment and Audit Assurance (form provided) required – 0 Points

C. Evaluation - Evaluation of the submitted proposals shall be accomplished as follows:

1. *Scoring Process:* The review team will use a consensus approach to evaluate the bids. Members of the review team will not score the proposals individually but instead will arrive at a consensus as to assignment of points on each category of each proposal. The contract award(s) will be made to the Bidder(s) receiving the highest number of evaluation points, based upon the proposals' satisfaction of the criteria established in the RFP. Proposals will be ranked against those submitted statewide. The highest-ranking proposals will be sent to the Commissioner of the Department of Education as "recommended for funding".

Criteria for the evaluation of proposals appears in the example score sheet in Appendix B. Proposals will be reviewed by evaluators that could include active or retired K-12 or adult educators and/or education professionals working for the Department of Education, institutions of higher education, or other departments or agencies with knowledge of college transitions programing.

The Commissioner has the final authority to award the grants, subject to the availability of funds, and the approval of the State's Purchases Review Committee.

Decisions of the Commissioner are subject to the appeals process outlined in Department of Administrative and Financial Services Chapter 120, Rules for Appeal of Contracts and Grant Awards. <http://www.maine.gov/purchases/policies/120.html>.

2. *Scoring the Cost Proposal:* The proposal budget will be assigned a score by the proposal review

team based on the Participating Programs Proposal Budgets, Local Participation detail pages and Combined Proposal Budget.

3. *Negotiations*: The Department reserves the right to negotiate with the successful Bidder(s) to finalize a contract and the rate or cost of service as presented in the selected proposal(s). Such negotiations may not significantly vary the content, nature or requirements of the proposal or the Department's Request for Proposals to an extent that may affect the nature of services requested. The Department reserves the right to terminate contract negotiations with a selected respondent who submits a proposed contract significantly different from the proposal they submitted in response to the advertised RFP. In the event that an acceptable contract cannot be negotiated with the highest ranked Bidder, the Department may withdraw its award and negotiate with the next-highest ranked Bidder, and so on, until an acceptable contract has been finalized. Alternatively, the Department may cancel the RFP, at its sole discretion.

D. Selection and Award

1. Proposals will be scored. The highest-scoring proposals will be sent to the Commissioner of the Department of Education as "recommended for funding". The Commissioner has the final authority to award the grants, subject to the availability of funds, and the approval of the State's Purchases Review Committee. Awards will be based on numeric scores and are contingent on availability of funds. The Department of Education reserves the right to negotiate minor adjustments in the grant requirements and final award amounts based on evaluation results subject to approval by the State Purchases Review Committee.
2. Notification of contractor selection or non-selection will be made in writing by the Department.
3. Issuance of this RFP in no way constitutes a commitment by the State of Maine to award a contract, to pay costs incurred in the preparation of a response to this request, or to pay costs incurred in procuring or contracting for services, supplies, physical space, personnel or any other costs incurred by the Bidder.
4. The Department reserves the right to reject any and all proposals or to make multiple awards.

E. Appeal of Contract Awards

Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in 5 MRSA § 1825-E and 18-554 Code of Maine Rules, Chapter 120 (found here: <http://www.maine.gov/purchases/policies/120.shtml>). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of contract award.

PART V CONTRACT ADMINISTRATION AND CONDITIONS

A. Contract Document

1. The successful Bidder will be required to execute a contract in the form of a State of Maine Agreement to Purchase Services (BP54EO). A list of applicable Riders is as follows:
Rider A: Specification of Work to be performed
Rider B: Method of Payment and Other Provisions
Rider G: Identification of Country in Which Contracted Work Will Be Performed

The complete set of standard BP54 contract documents may be found on the Division of Purchases website at the following link: <http://www.maine.gov/purchases/info/forms/BP54.doc>
Other forms and contract documents commonly used by the State can be found on the Division of Purchases website at the following link:
<http://www.maine.gov/purchases/info/forms.html>

2. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the State Purchases Review Committee. Contracts are not considered fully executed and valid until approved by the State Purchases 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 Bidders. (Referenced in the regulations of the Department of Administrative and Financial Services, Chapter 110, § 3(B)(i):
<http://www.maine.gov/purchases/policies/110.html>

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

3. The Department estimates having a contract in place by July 1, 2015. The State recognizes, however, 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 Purchases Review Committee. Any appeals to the Department's award decision(s) may further postpone the actual contract effective date, depending upon the outcome. The contract effective date may need to be adjusted, if necessary, to comply with mandated requirements.
4. In providing services and performing under the contract, the successful Bidder shall act independently and not as an agent of the State of Maine.

B. Standard State Agreement Provisions

1. Agreement Administration
Following the award, an Agreement Administrator from the Department will be appointed to assist with the development and administration of the contract and to act as administrator during the entire contract period. Department staff will be available after the award to consult with the successful Bidder in the finalization of the contract.
2. 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 this RFP.

Appendix A – RFP Forms

State of Maine - Department of Education
RFP# 201502028
Maine College Transition Services
Information and Cover Page

Submitted by _____
Adult Education Program

Adult Education Director (printed/typed) Signature Date

Requested Amount \$ _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Person _____ Phone _____

E-mail address _____ FAX _____

Fiscal Agent _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Person _____ Phone _____

E-mail address _____ FAX _____

Superintendent or agent (printed/typed) Signature Date

- 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 Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Bidder's proposal.
- No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal.
- The undersigned is authorized to enter into contractual obligations on behalf of the above-named organization.

Section I Program Components

This section of the Maine College Transition Request for Proposal follows the general format of the Career Pathways Plan. Each eligible adult education provider receiving a Maine College Transition grant must maintain a Career Pathways Plan that is reviewed and approved annually in June by the state office. This is done to ensure that programs continue to meet the requirements of WIOA and Maine Statute Title 20-A, Chapter 315: Adult Education §8601-A, sub-§ (2013), and enables programs to maintain eligibility for subsidy payments or grant funds issued by the Department.

Please Note: Limit responses to open-ended questions to 200 words.

<p>Component #1: <u>Partnerships and Alignment</u> (16 Points)</p> <ul style="list-style-type: none"> Programs will have adequate, current, formal partnership agreements documented through memoranda of understanding with postsecondary institutions, workforce development, and local, community and state agencies.
<p>Current Activities</p>
<p><i>1.1 Describe the experiences the adult education programs have had in collaborating to provide Maine College Transitions programming from January 2014 through December 2014. (2 points)</i></p>
<p><i>1.2 Provide copies of the memoranda of understanding (MOU) between the participating adult education programs documenting the relationships and agreements described in the preceding question. MOUs should be attached in Section IV following the Debarment Form. (2 points)</i></p>
<p>Planned New Activities</p>
<p><i>1.3 Describe the roles and responsibilities of each participating adult education program in the planning and delivery of Maine College Transitions services to all program service areas for the proposed grant period. (5 points)</i></p>
<p><i>1.4 What Community College(s), University Campus(s) or other postsecondary institutions will be involved? Required (0 points)</i></p>
<p><i>1.5 How will adult education programs collaborate with these institutions to ensure students will be successful in achieving postsecondary certificates or degrees? Describe the roles and responsibilities of each adult education program and postsecondary institutions and specifically the activities which support referral of students to MCT programs. (4 points)</i></p>
<p><i>1.6 Describe the roles and responsibilities between the MCT programs and other local agencies such as Career Center, Maine Educational Opportunity Center or Women Work and Community. (3 points)</i></p>
<p>Component #2: <u>Intake</u> (4 Points)</p> <ul style="list-style-type: none"> Orientation Interview and Registration

- Initial assessment (CASAS, ACCUPLACER, etc.), interest inventories, career awareness and exploration activities, initial creation of individual learning plan, initial advising session – these should aim students toward education, career and life goals
- Assessment process that adheres to the State Assessment Policy or the requirements of a particular funding stream.

NOTE: The intake process should ensure that the student is engaged in educational activities guided by the individual learning plan.

Current Activities

2.1 Describe the present intake and orientation process used by each of the adult education programs collaborating to provide Maine College Transitions programming from January 2014 through December 2014. (2 points)

Planned New Activities

2.2 Describe any new processes which are planned for intake and orientation by programs for the proposed grant period. (2 points)

Required Component #3: Individual Learning Plans (6 Points)

- Each student has an individual learning plan with objectives based on personal interests with clear outcomes for education, career and life.
- The plan organizes educational outcomes, training, and other services with strategies for reaching short and long-term goals and objectives in a manner that accelerates the student’s educational and career advancement.
- Students participate in the development of their plan and understand how to use the plan to transition to the next phase of their education, career and life choices.
- The plan is the basis for developing a personal portfolio that demonstrates skills and documents educational progress.
- The learning plan identifies any support services required to enhance prospects for success.
- Learning plans show evidence of the coordination and integration of education and workforce knowledge and skills based on educational needs and career and life goals.

Current Activities

3.1 Describe how ILPs are developed and what is the process and time frame for students updating and documenting progress on their goals?(2 points)

3.2 Describe how ILPs are shared between programs serving the same students?(2 points)

Planned New Activities

3.3 Describe any new processes planned for sharing student ILPs between partnering programs who are receiving services from more than one adult education program.(2 points)

Component #4: Ongoing Assessment and Learning (10 Points)

- Pre and Post ACCUPLACER assessments required for MCT students
- Appropriate assessments including CASAS, career interest and learning style inventories, industry-recognized assessments, etc. will be based on the needs, goals and progress of the student.
- Programs integrate assessment results into ILP and portfolio process

Current Activities

4.1 What assessments, in addition to ACCUPLACER, will programs use to determine students are adequately prepared to enter the MCT programs? (2 points)

4.2 Describe each programs process and time frame for administering the pre and post ACCUPLACER assessments.(2 points)

4.3 Describe how each AE program schedules and implements CASAS, career interest and learning style inventories, industry-recognized assessments and how the results are used to support student success and are documented and integrated into students' ILPs.(2 points)

4.4 Describe how programs are determining students' successful completion of the program.(2 points)

Planned New Activities

4.5 Describe any new plans programs have for assessments for the proposed grant period.(2 points)

Component #5: Career Planning and Advising (10 Points)

- Advising in adult education is providing assistance to students on academic, career and life options during program participation and after job placement
- Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic, career and life success. This includes ensuring participants can access necessary workforce investment activities and supportive services.
- The individual learning plan shows evidence of ongoing advising and regular student review to update planning and guide services. Students understand how to use their Plan to guide their education, career and life choices.

Current Activities

5.1 Describe how programs are incorporating advising services including the schedule, the activities and the documentation of sessions.(5 points)

Planned New Activities

5.2 Describe any new activities or delivery plans for advising services programs have for the proposed grant period. (5 points)

Component #6: Instruction (8 Points)

- Curricula and instructional practices must be rigorous and aligned with developmental educational programming in the partnering postsecondary institutions.
- Program shows evidence that curricula and instruction align to steps along student’s pathway to postsecondary education.
- Instruction should provide adult education literacy activities for specific occupations or occupational clusters for purpose of entering postsecondary education or training.
- Curricula integrate literacy and English language instruction.

Current Activities

6.1 Describe the steps taken to ensure course work meets the demands of postsecondary institutions.(2 points)

6.2 Describe how programs accommodate the instructional needs of a diverse student population and address learning differences and abilities?(2 points)

6.3 Describe how career planning, academic preparation and college experience are incorporated into each program’s MCT curriculum. (2 points)

Planned New Activities

6.4 Describe any changes in programs’ instructional activities planned for the proposed grant period.(2 points)

Component #7: Support Services (6 Points)

- Support services improve persistence and student success, especially for students with barriers, as they progress through education and training programs and transition into postsecondary training or institutions.
- Evidence of availability of support services includes memoranda of understanding with related agencies capable of providing these services.
 - Employment services through career centers
 - Transportation
 - Childcare
 - Financial Literacy
 - Community linkages (i.e., substance abuse counseling, mental health system services, housing)
- Marketing and Recruitment should include utilizing resources provided by the state to promote recognition of MCT as a statewide program supported by the Department of Education and be targeted towards eligible candidates.

Current Activities

7.1 Describe how participating programs support students in persisting so that they successfully complete the program and reach their postsecondary and employment goals. Include descriptions of

any supports.(2 points)

7.2 Please describe the marketing practices and strategies for recruiting eligible MCT candidates, including those who are working on earning a high school credential.(2 points)

Planned New Activities

7.3 Describe the marketing and recruitment activities planned for the proposed grant period and complete the chart providing the number of anticipated enrollments for each adult education program participating in this MCT proposal. (2 points)

Adult Education Program	Anticipated number of MCT student to be served 2015-2016

Component #8: Data Management (8 Points)

Program services will be guided by student achievement and persistence data, current labor market and employment data to ensure programming meets identified local needs. Data must be recorded on participants who enter the program, successfully complete the program, and enter postsecondary training or institutions within 18 months of entering program.

- Data (including workforce and labor market) should be used to guide instruction, improve program services and improve student and program outcomes.

Current Activities

8.1 Describe the process for collecting and entering MCT student data in MaineSTARS for each program. (2 points)

8.2 Describe training staff has had in data entry, quality control, and analysis and how this information is used to improve instruction and program services? (2 points)

8.3 Please complete the following chart providing data for January 1, 2014 to December 31, 2014. (2 points)

Adult Ed Program	Number Enrolled in MCT	Number Completed MCT	Number Entered Post-secondary Education or Training (Include institutions' name if known)

8.4 Describe how the program data informed the development and design of this proposal. (2 points)

Required Component #9: Program Monitoring and Evaluation (4 Points)

- Ongoing internal review of MaineSTARS student data to ensure accuracy in reporting and inform program improvement.
- Grant report(s) as required – at least annually.
- On-time submission of reports.
- Ongoing review of financial data.

Current Activities

9.1 Describe programs current processes and time frames for systematic internal monitoring and evaluation. (2 points)

Planned New Activities

9.2 Describe any new plans for program monitoring and evaluation for the proposed grant period.(2 points)

Required Component #10: Professional Development (4 Points)

- All adult education instructional and administrative staff will develop and complete an individual annual professional development plan based on needs determined through self-assessment, local program data (i.e. outcomes data, student needs, program needs, and personnel evaluations, etc.) and recommendations of the local program administrator including CEH requirements.
- Clear expectations for professional development participation of both new and experienced staff are communicated and supported. Staff evaluation procedures and tracking processes are in place supporting continuous professional growth and improvement.
- Regularly scheduled professional development activities are supported and provided at the local program level.

Current Activities

10.1 What professional development has program staff had in college transitions programming? (2 points)

Planned New Activities

10.2 What professional development activities including CCRS training are planned for the proposed grant period?(2 points)

Required Component #11: Educational Programming (8 Points)

Current Activities

11.1 Describe the program models used for college transitions programming in your region between January 1, 2014 and December 31, 2014. Describe how each program provided the required

comprehensive MCT services. What were the academic schedules (number of semesters, number of weeks, number of days per week and hours per day etc.)? (2 points)

Planned New Activities

11.2 Describe how the adult education programs will provide the required comprehensive services for all students. What services will be provided at what locations? What will be the schedule and locations for the services offered and why? (2 points)

11.3 Describe how the adult education programs will support students in transitioning from ABE to ASE to MCT and on to post-secondary education, training and employment. (2 points)

11.4 Complete the following template for each participating adult education program, identifying staff, their responsibilities, qualifications and home program.(2 points)

Adult Education Program Name:

1. Program Model

- a) Set entry/Set exit b) Self-paced/course specific c) Both

2. Maine College Transition Staff

Please identify the staff providing MCT programming and services, their program responsibilities, qualifications and home adult education program.

Name	Home Program	Responsibilities	Qualifications

Section II –Fiscal Administration (6 Points)

1. What was the process that programs used to determine and select the fiscal agent for this proposal and in determining its overall capacity to administer this project? (2 points)

2. Describe the process used to develop the budget and determine distribution of funds to each of the collaborating programs. (4 points)

Section III – Maine College Transitions Proposal Budget (30 points)

<i>1. Participating Program Proposal Budget - one for each participating program</i>
<i>2. Local Participation-Financial and In-Kind Resources - one for each participating program</i>
<i>3. Combined Program Proposal Budget</i>

Maine College Transition Local Participation

Financial and In-Kind Resources

NOTE: Provide one form for each participating program.

Local Participation Source	Amount	% of Total
Local Funds supporting MCT Program		
Other Grants		
Contracts		
In-kind Time allocation of Program Directors and local MCT Coordinators (hourly rates plus fringe)		
Other		
Total		

Section IV – Debarment, Performance, and Non-Collusion Certification

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:

- a. 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.*
- b. Have not within three years of submitting the proposal for this contract been convicted of or had a civil judgment rendered against them for:

 - i. fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.*
 - ii. violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;*
 - iii. are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and*
 - iv. 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.**
- c. 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.*

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

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:		Title:
Authorized Signature:		Date:

Appendix B – RFP Consensus Score Form
For reference only. Do not submit with proposal.

Maine College Transition Services RFP# 201502028 Proposal Evaluation Form

Program Name _____

Total of 120 points available

Section 1 Program Components

Consensus Score

Proposal Content	Score	Comment
The Cover and Information page. Required (<i>No points</i>)		
Component #1: <u>Partnerships and Alignment</u> 16 points for this section Programs will have adequate, current, formal partnership agreements documented through memoranda of understanding with postsecondary institutions, workforce development, and local, community and state agencies.		
Current Activities		
<i>1.1 Experiences of the adult education (AE) programs have collaborating to provide MCT programming from Jan. 2014 through Dec.2014. 2 points</i>		
<i>1.2 Copies of the memoranda of understanding (MOU) between the participating AE programs documenting the relationships and agreements described in the preceding question are provided. 2 points</i>		
Planned New Activities		
<i>1.3 Roles and responsibilities of participating AE program in the planning and delivery of MCT services to all program service areas for the proposed grant period. 5 points</i>		
<i>1.4 What Community College(s), University Campus(s) or other postsecondary institutions will be involved? Required 0 points</i>		
<i>1.5 Description of AE programs collaboration with post secondary institutions to ensure students will be successful in achieving postsecondary certificates or degree. Proposal describes the roles and responsibilities of each participating AE program and postsecondary institution and specifically the activities which support referral of students to individual MCT programs. 4 points</i>		
<i>1.6 Proposal describes the roles and responsibilities between the MCT programs and other local agencies such as Career Center, Maine Educational Opportunity Center or Women Work and Community. 3 points</i>		
Component #2: <u>Intake</u> 4 points for this section Orientation Interview and Registration Initial assessment (CASAS, ACCUPLACER, etc.), interest inventories, career awareness and exploration activities, initial creation of individual learning plan, initial advising session – these should aim students toward education, career and life goals Assessment process that adheres to the State Assessment Policy or		

the requirements of a particular funding stream. NOTE: The intake process should ensure that the student is engaged in educational activities guided by the individual learning plan.		
Current Activities		
<i>2.1 Proposal describes the present intake and orientation process used by each AE program collaborating to provide MCT programming from Jan. 2014 through Dec. 2014. 2 points</i>		
Planned New Activities		
<i>2.2 Describe any new processes which are planned for intake and orientation by programs for the proposed grant period. 2 points</i>		
Required Component #3: <u>Individual Learning Plans</u> 6 points for this section Each student has an individual learning plan with objectives based on personal interests with clear outcomes for education, career and life. The plan organizes educational outcomes, training, and other services with strategies for reaching short and long-term goals and objectives in a manner that accelerates the student’s educational and career advancement. Students participate in the development of their plan and understand how to use the plan to transition to the next phase of their education, career and life choices. The plan is the basis for developing a personal portfolio that demonstrates skills and documents educational progress. The learning plan identifies any support services required to enhance prospects for success. Learning plans show evidence of the coordination and integration of education and workforce knowledge and skills based on educational needs and career and life goals.		
Current Activities		
<i>3.1 Proposal describes how ILPs are developed and the process and time frame for students updating ILPs and documenting progress academic goals. 2 points</i>		
<i>3.2 Proposal describes how ILPs are shared between programs serving the same students. 2 points</i>		
Planned New Activities		
<i>3.3 Proposal describes any new processes planned for sharing student ILPs between partnering programs who are receiving services from more than one adult education program, 2 points</i>		
Component #4: <u>Ongoing Assessment and Learning</u> 10 points for this section Pre and Post ACCUPLACER assessments required for MCT students Appropriate assessments including CASAS, career interest and learning style inventories, industry-recognized assessments, etc. will be based on the needs, goals and progress of the student. Programs integrate assessment results into ILP and portfolio process		
Current Activities		
<i>4.1 Proposal describes assessments, in addition to ACCUPLACER, programs will use to determine that students are adequately prepared to enter the MCT program. 2 points</i>		

4.2 Proposal describes each AE program's process and time frame for administering the pre and post ACCUPLACER assessments. 2 points		
4.3 Proposal describes how each AE program schedules and implements CASAS, career interest and learning style inventories, industry-recognized assessments and how the results are used to support student success and are documented and integrated into the student's ILP. 2 points		
4.4 Proposal describes how programs are determining students' successful completion of the program. 2 points		
Planned New Activities		
4.5 Proposal describes any new plans programs have for assessments for the proposed grant period. 2 points		
<p>Component #5: <u>Career Planning and Advising</u> 10 points for this section</p> <p>Advising in adult education is providing assistance to students on academic, career and life options during program participation and after job placement</p> <p>Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic, career and life success. This includes ensuring participants can access necessary workforce investment activities and supportive services.</p> <p>The individual learning plan shows evidence of ongoing advising and regular student review to update planning and guide services. Students understand how to use their Plan to guide their education, career and life choices.</p>		
Current Activities		
5.1 Proposal describes how programs are incorporating advising services including the schedule, the activities and the documentation of sessions. 5 points		
Planned New Activities		
5.2 Proposal describes any new activities or delivery plans for advising services programs have for the proposed grant period. 5 points		
<p>Component #6: <u>Instruction</u> 8 points for this section</p> <p>Curricula and instructional practices must be rigorous and aligned with developmental educational programming in the partnering postsecondary institutions.</p> <p>Program shows evidence that curricula and instruction align to steps along student's pathway to postsecondary education.</p> <p>Instruction should provide adult education literacy activities for specific occupations or occupational clusters for purpose of entering postsecondary education or training.</p> <p>Curricula integrate literacy and English language instruction.</p>		
Current Activities		
6.1 Proposal describes the steps taken to ensure course work meets the demands of postsecondary institutions. 2 points		
6.2 Proposal describes how programs accommodate the instructional needs of a diverse student population and address learning differences and abilities. 2 points		

<p>6.3 Proposal describes how career planning, academic preparation and college experience are incorporated into each program's MCT curriculum. 2 points</p>		
<p>Planned New Activities</p>		
<p>6.4 Proposal describes any changes in programs' instructional activities planned for the proposed grant period. 2 points</p>		
<p>Component #7: <u>Support Services</u> 6 points for this section Support services improve persistence and student success, especially for students with barriers, as they progress through education and training programs and transition into postsecondary training or institutions. Evidence of availability of support services includes memoranda of understanding with related agencies capable of providing these services. Employment services through career centers Transportation Childcare Financial Literacy Community linkages (i.e., substance abuse counseling, mental health system services, housing) Marketing and Recruitment should include utilizing resources provided by the state to promote recognition of MCT as a statewide program supported by the Department of Education and be targeted towards eligible candidates.</p>		
<p>Current Activities</p>		
<p>7.1 Proposal describes how participating programs support students in persisting so that they successfully complete the program and reach their postsecondary and employment goals. Include descriptions of any supports. 2 points</p>		
<p>7.2 Proposal describes the marketing practices and strategies for recruiting eligible MCT candidates, including those who are working on earning a high school credential. 2 points</p>		
<p>Planned New Activities</p>		
<p>7.3 Proposal describes the marketing and recruitment activities planned for the proposed grant period and identifies the anticipated number of students to be served. 2 points</p>		
<p>Component #8: <u>Data Management</u> 8 points for this section Program services will be guided by student achievement and persistence data, current labor market and employment data to ensure programming meets identified local needs. Data must be recorded on participants who enter the program, successfully complete the program, and enter postsecondary training or institutions within 18 months of entering program. Data (including workforce and labor market) should be used to guide instruction, improve program services and improve student and program outcomes.</p>		
<p>Current Activities</p>		
<p>8.1 Proposal describes the process for collecting and entering MCT student data in MaineSTARS for each program. 2 points</p>		
<p>8.2 Proposal describes the training the staff has had in collecting data, data entry, quality control, and analysis and how this information used to improve instruction and program services.</p>		

2 points		
8.3 Proposal provides data for January 1, 2014 to December 31, 2014 for each AE Program. 2 points		
8.4 Proposal describes how the program data informed the development and design of this proposal. 2points		
Required Component #9: <u>Program Monitoring and Evaluation</u> 4 points this section Ongoing internal review of MaineSTARS student data to ensure accuracy in reporting and inform program improvement. Grant report(s) as required – at least annually. On-time submission of reports. Ongoing review of financial data.		
Current Activities		
9.1 Proposal describes programs' current processes and time frames for systematic internal monitoring and evaluation. 2 points		
Planned New Activities		
9.2 Proposal describes any new plans for program monitoring and evaluation for the proposed grant period. 2 points		
Required Component #10: <u>Professional Development</u> 4 points this section All adult education instructional and administrative staff will develop and complete an individual annual professional development plan based on needs determined through self-assessment, local program data (i.e. outcomes data, student needs, program needs, and personnel evaluations, etc.) and recommendations of the local program administrator including CEH requirements. Clear expectations for professional development participation of both new and experienced staff are communicated and supported. Staff evaluation procedures and tracking processes are in place supporting continuous professional growth and improvement. Regularly scheduled professional development activities are supported and provided at the local program level.		
Current Activities		
10.1 Proposal identifies the professional development the program staff has had in college transitions programming. 2 points		
Planned New Activities		
10.2 Proposal identifies the professional development activities, including CCRS training, planned for the proposed grant period. 2 points		
Required Component #11: <u>Educational Programming</u> 8 points for this section		
Current Activities		
11.1 Proposal describes the program models used for college transitions programming in your region between Jan. 1, 2014 and Dec. 31, 201 and how programs provided the required comprehensive MCT services. The academic schedules (number of semesters, number of weeks, number of days per week and hours per day etc.) are provided. 2 points		

Planned New Activities		
<i>11.2 Proposal describes the program models planned for 2015 and how each program will provide the required comprehensive services. 2 points</i>		
<i>11.3 Proposal describes how the adult education programs will support students in transitioning from ABE to ASE to MCT and on to post-secondary education, training and employment. 2 points</i>		
<i>11.4 Proposal describes identifies the staff for each program and their responsibilities and qualifications. 2 points</i>		
Total Score Section I		

Section II –Fiscal Administration 6 points

Program Administration 6 points this section		
<i>1 Proposal describes the process that programs used to determine and select the fiscal agent for this proposal and in determining its overall capacity to administer this project. 2 points</i>		
<i>2 Describe the process used to develop the budget and determine distribution of funds to each of the collaborating programs. 4 points</i>		

Section III – Maine College Transitions Services Proposal Budget 30 Points

<i>A Budget Proposal and Local Participation budget detail page should be included for each participating adult education program as well as a Combined Budget page with totals for all programs rounding dollar amounts to nearest whole dollar.</i>		
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