**STATE OF MAINE REQUEST FOR PROPOSALS**

**RFP SUBMITTED QUESTIONS & ANSWERS SUMMARY**

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| **RFP NUMBER AND TITLE:** | RFA# 202303056 Maine College and Career Access Services |
| **RFP ISSUED BY:** | Department of Education |
| **SUBMITTED QUESTIONS DUE DATE:** | April 12, 2023, no later than 11:59 p.m., local time |
| **QUESTION & ANSWER SUMMARY ISSUED:** | April 20, 2023 |
| **PROPOSAL DUE DATE:** | May 10, 2023, no later than 11:59 p.m., local time |
| **PROPOSALS DUE TO:** | [Proposals@maine.gov](mailto:Proposals@maine.gov) |

**Provided below are submitted written questions received and the Department’s answer.**

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| **1** | **RFP Section & Page Number** | **Question** |
| Part II, A.5.c, page 8 | Given the breadth of goals that may be present in the Individualized Learning Plan, must the goals used to identify completion be directly related to our service to the student or can they be more indirectly related? For example, if a necessary short-term goal of accessing childcare is identified and we proved a handoff referral that results in achievement of that goal, is that enough to be considered part of completion? |
| **Answer** | |
| Individualized learning plans should include objectives based on personal interests with clear outcomes for education, career, and life (Part II, 3.b, page 7). Completion is defined as the attainment of one or more of the long-term education, career, or life goals in the ILP and directly related to the MCCA services delivered by the provider. | |

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| **2** | **RFP Section & Page Number** | **Question** |
| Part II, A.5.c, page 8 | Must it be all goals met for completion or can we differentiate goals MCCA from other programs or supports when appropriate? |
| **Answer** | |
| Goals for MCCA can be differentiated from other program and supports, as necessary. | |

**Question and Answer Summary continues on next page.**

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| **3** | **RFP Section & Page Number** | **Question** |
| Part II, A.3.a, page 7 | Can we us a hub-developed process for assessing readiness that is consistent but individualized based on the specific goals and circumstances of the students? A student may demonstrate through just a formal CASAS assessment they are not prepared. However, the specific course of study they wish to pursue may be appropriate based on our program’s experience with the student—as example, they’ve shown the motivation and an ability to access needed academic supports that we feel would make them prepared. |
| **Answer** | |
| Providers may use an assessment that measures college and career readiness and is relevant to the learner’s educational goals. CASAS, Accuplacer, and WOWI were provided in the RFA as examples, but are not required. | |

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| **4** | **RFP Section & Page Number** | **Question** |
| Part II, A.6.b, page 8 | What is the information that would be relatively consistent and thus of value to warrant the 6-week survey? |
| **Answer** | |
| Surveys should capture MCCA completers progress towards their goals, including enrollment in education or training or employment. The goal is to provide ongoing support for MCCA completers and to assist with supports they might need to get to the next step. | |

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| **5** | **RFP Section & Page Number** | **Question** |
| Part II, A.6.b, page 8 | Why is the 18-month survey no longer required? This would align with the grant requirements for someone planning to enroll engage a credential granting program and would be valuable in assessing that goal. |
| **Answer** | |
| The MCCA grant requires providers to survey learners who complete the MCCA program up to 12 months after they finish. Providers may continue to survey learners beyond that time period, but it is not required for reporting. | |

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| **6** | **RFP Section & Page Number** | **Question** |
| Part II, A.6.b, page 8 | What information must be collected in the survey? |
| **Answer** | |
| Surveys should capture MCCA completers progress towards their goals, including enrollment in education or training or employment. | |

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| **7** | **RFP Section & Page Number** | **Question** |
|  | Are Hubs required to use some MCCA funds to support the CCSC and/or navigator positions? |
| **Answer** | |
| College and Career Success Coordinators and Career Advancement and Navigation Specialists are funded through the Maine Jobs and Recovery Plan. MCCA funding may be used to enhance collaboration between the Hub and the CCSC or Navigator but is not required. | |

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| **8** | **RFP Section & Page Number** | **Question** |
|  | Do the new grant totals include Continuity of Services funds, or will CoS continue to be a separate grant? |
| **Answer** | |
| The Department has $1,365,000 available to award for Maine College and Career Access Services. This includes funding that was previously used as Continuity of Services funding. | |

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| **9** | **RFP Section & Page Number** | **Question** |
|  | Will the State continue paying for the WOWI? |
| **Answer** | |
| This question is not related to the RFA. | |

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| **10** | **RFP Section & Page Number** | **Question** |
|  | Can MCCA funds be used to support a workforce training coordinator? |
| **Answer** | |
| Salaries and benefits for personnel necessary for MCCA program activities are an allowable expense. Personnel funded with MCCA funds must be supporting the implementation of the provider’s MCCA program and the grant goals. (See Part II.c.a, page 10) | |

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| **11** | **RFP Section & Page Number** | **Question** |
|  | We know that ‘serving adults with some college but no degree’ is a priority. For clarity, can we still serve students who are co-enrolled in our HSD/HSE program or those who have never attended college who are seeking post-secondary education and training? |
| **Answer** | |
| The Department encourages applicants to propose strategies to meet the Competitive Priority areas, but those areas are not required. Applicants can propose programs that meet their regional needs. | |

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| **12** | **RFP Section & Page Number** | **Question** |
|  | If students go through a certificate program such as a CNA or CMA, do they qualify as MCCA students if they have had intake, advising, CASAS testing  and an ILP? Most go through an intensive course of study and then get jobs. Are these programs only considered workforce programs? Or can these students be part of MCCA? |
| **Answer** | |
| Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA. See the RFA Terms/Acronyms for the definition of a credential of value (page 3). | |

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| **13** | **RFP Section & Page Number** | **Question** |
|  | What about students who don’t want to attend a two- or four-year college program? We have students who enter our programs to get a diploma and then want to go to hairdressing school or train to be a mechanic through an employer on-site training program. Do they qualify as MCCA students? |
| **Answer** | |
| Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA. See the RFA Terms/Acronyms for the definition of a credential of value (page 3). | |

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| **14** | **RFP Section & Page Number** | **Question** |
|  | What about those exploring pre-apprenticeship or apprenticeship programs or short-term certificate programs leading to a credential of value? Do they qualify as MCCA students? |
| **Answer** | |
| Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA. See the RFA Terms/Acronyms for the definition of a credential of value (page 3). | |

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| **15** | **RFP Section & Page Number** | **Question** |
|  | What about students who get a diploma and then want to start their own business? How can they fit into the MCCA program? |
| **Answer** | |
| Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA. See the RFA Terms/Acronyms for the definition of a credential of value (page 3). | |

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| **16** | **RFP Section & Page Number** | **Question** |
|  | If a student graduates with us but then just wants to take one community college class at a satellite location to “explore” the college experience (without enrolling in said CC), can they count as a MCCA student? |
| **Answer** | |
| Maine College and Career Access grant funds shall be used to serve adult learners who are planning to enter a post-high school education and training program that leads to a credential of value within 18 months, are close to academic and career readiness at intake, and who agree to provide the adult education program with updates on their college and career status for 12 months after completing MCCA. See the RFA Terms/Acronyms for the definition of a credential of value (page 3). | |