

**NO WORKER LEFT BEHIND**

**ADULT LEARNING DEMONSTRATION GRANT**

**REQUEST FOR PROPOSALS**

**GRANT PERIOD - FEBRUARY 1, 2009 THROUGH SEPTEMBER 30, 2010**

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## SECTION I GRANT TERMS AND CONDITIONS

### I-A PURPOSE

The purpose of this Request for Proposal (RFP) is to solicit applications from partnerships to conduct adult learning demonstration projects to be supported as part of No Worker Left Behind. The purpose of this demonstration is to increase the number of adult learners with the basic skills necessary to participate and succeed in No Worker Left Behind funded post-secondary education and training programs required for success. Collaboratives are also intended to demonstrate the effectiveness of regional partnerships at delivering comprehensive services to adult learners.

This RFP contains the instructions and criteria governing Department of Labor & Economic Growth (DLEG) funding of the No Worker Left Behind (NWLB) Adult Learning Demonstration Grants.

### I-B GENERAL

This RFP does not commit the DLEG to award funding, to pay any costs incurred in the preparation of a proposal in response to this RFP, or to procure or contract for services. The DLEG reserves the right to accept or reject any or all proposals received as a result of this RFP, to negotiate with all qualified sources, or to cancel, in part or in whole, this RFP if it is in the best interest of the state.

The DLEG is not liable for any costs incurred by any applicant prior to the issuing of a grant. Payment in any given grant period is contingent upon enactment of federal and state appropriations. Total liability of the state is limited to the terms and conditions of this RFP and the resulting grant.

A total of \$2.5 million with a maximum of up to \$500,000 per grant is available to be awarded for the NWLB Adult Learning Demonstration Grants. The grants will operate for the period February 1, 2009, through September 30, 2010.

Administrative costs must be limited to no more than five percent (5%) of the grant.

### I-C ISSUING OFFICE

This RFP is issued by the DLEG. The DLEG is the sole point of contact with regard to all procurement and grant matters relating to the services described herein. The DLEG is the only office authorized to change, modify, amend, alter, clarify, etc., the specifications, terms, and conditions of this RFP, and any grant awarded as a result of this RFP. The DLEG will remain the SOLE POINT OF CONTACT throughout the procurement process. All communications concerning this RFP must be addressed to:

Ms. Voni Booyinga  
Bureau of Workforce Transformation, Division of Lifelong Learning  
Michigan Department of Labor & Economic Growth  
201 North Washington Square  
Victor Office Center, 3<sup>rd</sup> Floor  
Lansing, Michigan 48913

I-D GRANT ADMINISTRATOR

Upon execution of the grant, a Grant Administrator for the DLEG will be assigned for oversight and technical assistance for the term of the grant.

I-E TERM OF GRANT

The NWLB Adult Learning Demonstration Grant is competitively bid for a twenty-month period of time. Therefore, all funds must be expended by September 30, 2010. Carry forward of grant dollars beyond September 30, 2010 is not permitted.

I-F GRANTEE'S RESPONSIBILITIES

The Grantee will be required to assume responsibility for all grant activities offered in this proposal, regardless of whether or not the Grantee performs them. The DLEG will consider the Grantee to be the sole point of contact with regard to grant matters, including payment of any and all charges resulting from the anticipated grant. If any part of the work for this program is to be subcontracted, responses to this RFP shall include a list of subgrantees, with complete name, address, and contact person information, a description of the work to be performed, and information concerning the subgrantees' organizational abilities. The DLEG reserves the right to approve subgrantees for this program, and to require the Grantee to replace subgrantees deemed unacceptable. The Grantee is totally responsible for adherence by the subgrantee(s) to all provisions of the grant.

I-G NEWS RELEASES

News releases pertaining to this RFP or the services, study, data, or project to which it relates will not be made without prior written approval from the DLEG, and then only in accordance with explicit written instructions. No results of the program are to be released without prior approval of the DLEG, and then only to persons designated to receive such information.

I-H ACKNOWLEDGMENT OF GRANTOR

The Grantee shall acknowledge the DLEG as the Grantor of funds when developing information for internal purposes or public dissemination, regardless of whether the information is in written or oral form.

I-I DISCLOSURE

All information in the applicant's proposal is subject to disclosure under the provisions of Public Act No. 442 of 1976, commonly known as the "Freedom of Information Act." This act also provides for the complete disclosure of grants and attachments thereto.

I-J GRANT INVOICING AND PAYMENT

The maximum amount of grant assistance offered is \$500,000 per grant. Progress payments up to a total of 85% of the Total Authorized Budget may be made upon submission of a Grantee request indicating grant funds received to date, project expenditures to date (supported with computer printouts of accounts, general ledger sheets, balance sheets, etc.), and objectives completed to date. Backup documentation such as computer printouts of accounts, ledger sheets, check copies, etc. shall be maintained for audit purposes in order to comply with this Agreement. The payment of the final 15% of the grant amount shall be made after completion of the project and after the Grant Administrator has received and approved a final report, if applicable. The final payment is also contingent upon the submission of a final invoice that includes expenditures of grant funds reported by line item and compared to the approved Budget.

I-K MONITORING AND REPORTING PROGRAM PERFORMANCE

- A. Monitoring. The Grantee shall monitor performance to assure that time schedules are being met and projected work by time period is being accomplished.
- B. Performance. The Grantee shall propose and describe appropriate incremental target program outcomes that quantify the impact of the proposed efforts on the goals defined in Section I-A. Applicants must use the Workforce Investment Act (WIA) Title II measures (below) as a baseline for identifying outcomes or measures where the partnerships expect to exceed the state target.

MEASURE	STATE TARGET	APPLICANT TARGET
ABE Beginning Literacy	30%	
ABE Beginning	29%	
ABE Low Intermediate	32%	
ABE High Intermediate	30%	
ASE Low	33%	
ESL Beginning Literacy	56%	
ESL Low Beginning	66%	
ESL High Beginning	65%	
ESL Low Intermediate	54%	
ESL High Intermediate	53%	
ESL Advanced	58%	
HS Diploma/GED	54%	
Entered Postsecondary Ed/Training	60%	

The Grantee may indicate additional program measures that align with the proposed program approach. In this case, measures and targets should be detailed.

- C. Quarterly Data Entry. The Grantee shall report all adult learner outcomes quarterly in the Michigan Adult Education Reporting System (MAERS). MAERS tracks performance in the following categories:
- i. Obtain a High School Diploma
  - ii. Obtain a GED
  - iii. Enroll in Postsecondary Education or Job Training
  - iv. Improve Basic Literacy (1 EFL gain)
  - v. Improve English Skills
  - vi. Obtain Job/Employment
  - vii. Retain Employment (current job)
  - viii. Improve Current Job
- D. A Final Report is required. The Grantee will submit the final report as required by the DLEG no later than November 14, 2010.

#### I-L RECORDS MAINTENANCE

The Grantee shall adhere to the Generally Accepted Accounting Principles and shall maintain records, which will allow, at a minimum, for the comparison of actual outlays with budgeted amounts. The Grantee's overall financial management system must ensure effective control over and accountability for all funds received. Accounting records must be supported by source documentation including, but not limited to, balance sheets, general ledgers, time sheets and invoices. The expenditure of state funds shall be reported by line item and compared to the Budget.

#### I-M AUDIT

The Grantee agrees that the State may, upon 24-hour notice, perform an audit and/or monitoring review at Grantee's location(s) to determine if the Grantee is complying with the requirements of the Agreement. The Grantee agrees to cooperate with the State during the audit and/or monitoring review and produce all records and documentation that verifies compliance with the Agreement requirements. The Grantor may require the completion of an audit before final payment.

#### I-N INDEMNIFICATION

##### (a) General Indemnification

To the extent permitted by law, the Grantee shall indemnify, defend and hold harmless the State from liability, including all claims and losses, and all related costs and expenses (including reasonable attorneys' fees and costs of investigation, litigation, settlement, judgments, interest and penalties), accruing or resulting to any person, firm or corporation that may be injured or damaged by the Grantee in the performance of this Agreement and that are attributable to the negligence or tortious acts of the Grantee or any of its subcontractors, or by anyone else for whose acts any of them may be liable.

##### (b) Employee Indemnification

In any and all claims against the State, its departments, divisions, agencies, sections, commissions, officers, employees and agents, by any employee of the Grantee or any of its subcontractors, the indemnification obligation under the Agreement shall not be

limited in any way by the amount or type of damages, compensation or benefits payable by or for the Grantee or any of its subcontractors under worker's disability compensation acts, disability benefit acts or other employee benefit acts. This indemnification clause is intended to be comprehensive. Any overlap in provisions, or the fact that greater specificity is provided as to some categories of risk, is not intended to limit the scope of indemnification under any other provisions.

(c) Patent/Copyright Infringement Indemnification

To the extent permitted by law, the Grantee shall indemnify, defend and hold harmless the State from and against all losses, liabilities, damages (including taxes), and all related costs and expenses (including reasonable attorneys' fees and costs of investigation, litigation, settlement, judgments, interest and penalties) incurred in connection with any action or proceeding threatened or brought against the State to the extent that such action or proceeding is based on a claim that any piece of equipment, software, commodity or service developed or supplied by the Grantee or its subcontractors, or the operation of such equipment, software, commodity or service, or the use or reproduction of any documentation provided with such equipment, software, commodity or service infringes any United States patent, copyright, trademark or trade secret of any person or entity, which is enforceable under the laws of the United States.

The Grantee's duty to indemnify pursuant to this section continues in full force and effect, notwithstanding the expiration or early cancellation of the Agreement, with respect to any claims based on facts or conditions that occurred before expiration or cancellation.

I-O GRANTEE'S LIABILITY INSURANCE

The State is not liable for any costs incurred by the Grantee before the start date or after the end date of this Agreement. Liability of the State is limited to the terms and conditions of this Agreement and the grant amount.

I-P CANCELLATION

The State may terminate this Agreement without further liability or penalty to the State, its departments, divisions, agencies, offices, commissions, officers, agents and employees for any of the following reasons:

(a) Termination for Cause

In the event that Grantee breaches any of its material duties or obligations under this Agreement or poses a serious and imminent threat to the health and safety of any person, or the imminent loss, damage or destruction of any real or tangible personal property, the State may terminate this Agreement immediately in whole or in part, for cause, as of the date specified in the notice of termination. In the event that this Agreement is terminated for cause, in addition to any legal remedies otherwise available to the State by law or equity, Grantee shall be responsible for all costs incurred by the State in terminating this Agreement, including but not limited to, State administrative costs, reasonable attorneys' fees and court costs, and any reasonable additional costs the State may incur.

(b) Termination for Convenience

The State may terminate this Agreement for its convenience, in whole or part, if the State determines that such a termination is in the State's best interest. Reasons for such termination shall be left to the sole discretion of the State and may include, but not necessarily be limited to (a) the State no longer needs the Services or products specified in the Agreement, (b) relocation of office, program changes, changes in laws, rules, or regulations make implementation of the services no longer practical or feasible. The State may terminate this Agreement for its convenience, in whole or in part, by giving Grantee written notice at least thirty (30) days prior to the date of termination. If the State chooses to terminate this Agreement in part, the Budget shall be equitably adjusted to reflect those reductions.

(c) Non-Appropriation

Grantee acknowledges that continuation of this Agreement is subject to appropriation or availability of funds for this Agreement. If funds to enable the State to effect continued payment under this Agreement are not appropriated or otherwise made available (including the federal government suspending or halting the program or issuing directives preventing the State from continuing the program), the State shall have the right to terminate this Agreement, in whole or in part, at the end of the last period for which funds have been appropriated or otherwise made available by giving written notice of termination to Grantee. The State shall give Grantee at least thirty (30) days advance written notice of termination for non-appropriation or unavailability (or such time as is available if the State receives notice of the final decision less than thirty (30) days before the funding cutoff). In the event of a termination under this section, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the Agreement.

(d) Criminal Conviction

The State may terminate this Agreement immediately and without further liability or penalty in the event Grantee, an officer of Grantee, or an owner of a 25% or greater share of Grantee is convicted of a criminal offense incident to the application for, or performance of, a State, public or private contract or subcontract or grant; convicted of a criminal offense, including any of the following: embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, attempting to influence a public employee to breach the ethical conduct standards for State of Michigan employees; convicted under State or federal antitrust statutes; or convicted of any other criminal offense which in the sole discretion of the State reflects upon Grantee's business integrity.

(e) Approvals Rescinded

The State may terminate this Agreement without further liability or penalty in the event any final administrative or judicial decision or adjudication disapproves a previously approved request for purchase of personal services pursuant to Constitution 1963, Article 11, § 5, and Civil Service Rule 7-1. Termination may be in whole or in part and may be

immediate as of the date of the written notice to Grantee or may be effective as of the date stated in such written notice.

I-Q ASSIGNMENT

Grantee shall not have the right to assign the Agreement, or to assign or delegate any of its duties or obligations under the Agreement, to any other party (whether by operation of law or otherwise), without the prior written consent of the Grantor. Any purported assignment in violation of this section shall be null and void.

I-R NON-DISCRIMINATION CLAUSE

In the performance of the Agreement, Grantee agrees not to discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, religion, national origin, ancestry, age, sex, height, weight, marital status, physical or mental disability. Grantee further agrees that every subcontract entered into for the performance of this Agreement will contain a provision requiring non-discrimination in employment, as here specified, binding upon each subcontractor. This covenant is required pursuant to the Elliott Larsen Civil Rights Act, 1976 PA 453, MCL 37.2101, *et seq.* and the Persons with Disabilities Civil Rights Act, 1976 PA 220, MCL 37.1101, *et seq.*, and any breach of this provision may be regarded as a material breach of the Agreement.

I-S PURCHASE OF EQUIPMENT

The purchase of equipment not specifically listed in the Budget must have prior written approval of the Grant Administrator. Equipment is defined as non-expendable personal property having a useful life of more than one year. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval.

I-T COMPETITIVE BIDDING

All procurement transactions involving the use of state funds shall be conducted in a manner that provides maximum open and free competition. When competitive selection is not feasible or practical, the Grantee agrees to obtain the written approval of the Grant Administrator before making a sole source selection. Sole source contracts should be negotiated to the extent that such negotiation is possible.

I-U MODIFICATION OF SERVICE

The DLEG reserves the right to modify the service under the grant during the course of the grant. Such modification may include adding or deleting tasks that the services shall encompass and/or any other modifications deemed necessary. Any changes (increases or decreases) in the budget proposed by the Grantee are subject to acceptance by the state.

In the event changes are not acceptable to the DLEG, the grant may be subject to competitive grant procedures based upon the new service requirements.

## I-V ACCEPTANCE OF PROPOSAL CONTENT

The contents of this document and the proposal will become part of the grant obligations, if a grant ensues. The following constitutes the complete and exclusive statement of the agreement between the parties as it relates to this transaction:

1. This DLEG RFP (including subsequent written clarification provided in response to questions raised through correspondence) and any Addenda thereto;
2. Grantee's Response(s) to this RFP and Addenda; and
3. Final Executed Grant.

Failure of a successful applicant to accept these obligations may result in cancellation of the award.

The DLEG further reserves the right to interview the key personnel assigned to this project by the successful applicant and to recommend reassignment of personnel deemed unsatisfactory. The DLEG reserves the right to approve subcontractors for this project and to require the Grantee to replace subcontractors who are deemed unacceptable.

The failure of a party to insist upon strict adherence to any term of the grant resulting from this RFP shall not be considered a waiver or deprive the party of the right thereafter to insist upon strict adherence to that term, or any other term, of the grant.

Any grant resulting from this RFP may not be modified, amended, extended, or augmented, except in writing, executed by the parties hereto, and any breach or default by a party shall not be waived or released other than in writing signed by the other party.

Each provision of the grant shall be deemed to be severable from all other provisions of the grant and, if one or more of the provisions of the grant shall be declared invalid, the remaining provisions of the grant shall remain in full force and effect.

This grant shall in all respects be governed by, and construed in accordance with, the laws of the State of Michigan.

## **SECTION II WORK STATEMENT**

### **II-A BACKGROUND/OVERVIEW**

The Division of Lifelong Learning in the Bureau of Workforce Transformation at the Michigan Department of Labor and Economic Growth is requesting applications for adult learning demonstration projects to be supported as part of No Worker Left Behind. An application for support may not exceed \$500,000. Approved projects will commence February 1, 2009 and will end by September 30, 2010.

Supporting promising, innovative adult learning partnerships throughout the state is the first action of the DLEG's new Division of Lifelong Learning. This solicitation is an initial step in the state's adult learning transformation initiative that is being planned for 2009 and beyond.

From several regional forums held by the Council for Labor & Economic Growth's Adult Learning Work Group throughout the state this past summer, it is clear that the learners' success increases when providers work in concert to offer a comprehensive range of services that meet learners where they are and help move them along pathways toward post-secondary education, training and careers. In the spirit of these findings and the recommendations now being finalized by the Adult Learning Work Group, the Division of Lifelong Learning seeks to identify and support promising partnerships and demonstrate the potential of these principles at increasing the number of adult learners with the basic skills necessary to participate and succeed in No Worker Left Behind funded post-secondary education and training programs required for success.

Life in Michigan, and indeed the world, is all about transitions: changes in the local, national, and global economies that demand transitions of our workers. Unfortunately, too many of our workers are unprepared for the adjustments they are being required to make. One out of three working-age Michigan adults — 1.7 million people — lack the basic skills or credentials to attain family-sustaining jobs and contribute to the state's economy. Additionally, financial resources for adult learning are far scarcer than was the case just a few years ago, forcing the development of new approaches.

Evidence suggests that knowledge-based industries are now the major source of employment growth in good-paying jobs. And they are the most powerful engine fueling overall economic growth. These emerging industries offer new opportunities, but even with one of the highest unemployment rates in the nation, Michigan employers still have job vacancies because too many workers lack the skills required for success in the new global economy. Jobs in knowledge-based industries require significant postsecondary learning and credentials, ranging from short-term to a bachelor's degree. In fact, the number of jobs in Michigan requiring a post-secondary degree is expected to continue to rise in the future. And yet, of Michigan's 5 million working-age adults (18-64), nearly two-thirds have not yet completed an Associate's degree or higher. One recent study projected that by 2012, the state will have a shortage of 334,000 skilled workers.

The growth of middle-skill jobs, those jobs requiring more than a high-school diploma but less than a four-year degree, is a key element of the knowledge-based economy. Middle-skill jobs make up 51 percent of Michigan jobs, with this proportion expected to increase.

However, the expansion of these jobs is outpacing increases in the number of workers who have the appropriate training for these careers. When key industries in Michigan are unable to find enough sufficiently trained workers to fill these jobs, job creation and economic growth are compromised.

For Michigan to be successful in this changing economic climate, we must work to enhance the skills and abilities of our workers and help them attain the knowledge that will prepare them to access these emerging markets. No Worker Left Behind is equipping Michigan workers with the right sets of skills and credentials to seize new opportunities, by offering transitioning workers up to two years of free tuition to help them obtain a degree or other credential in a demand occupation. However, more than one year after No Worker Left Behind was launched, it is clear that there are thousands of workers who, because of a lack of sufficient basic skills and credentials, are not prepared to take advantage of No Worker Left Behind's post-secondary learning opportunities.

## II-B PURPOSE/OBJECTIVES

The purpose of the NWLB Adult Learning Demonstration Grant is to increase the number of adult learners with the basic skills necessary to participate and succeed in No Worker Left Behind funded post-secondary education and training programs required for success. Collaboratives are also intended to demonstrate the effectiveness of regional partnerships at delivering comprehensive services to adult learners.

### Partnerships

Partnerships are expected to consist of a minimum of three partners, including an adult basic education provider receiving WIA Title II and/or State School Aid Section 107 funding, a post-secondary education provider, and a Michigan Works! Agency. These partners will be expected to leverage existing resources in support of this program to supplement any grant monies received for the proposed project.

Other valuable partners could include:

- Literacy Councils
- Libraries
- Employers
- Community-based Organizations
- Faith-based Organizations
- Job Training Programs (integrated with occupational training)
- Community Colleges
- Regional Economic Development Representatives
- Universities
- Proprietary Schools
- Local Business and Industry
- Local Offices of State Government (e.g., DHS, MRS, CMH, Corrections)
- Local Foundations/United Way

### Objectives

At the core of Michigan's adult learning strategy are five objectives:

- Changing how the act of learning is defined
- Making it more clear and efficient for adults to move toward their long-term goals
- Making learning accessible

- Making learning relevant
- Making learning attractive

### **Guiding Principles**

The key to delivering on these objectives are partnerships that reflect the values and demands of our changing economy, as defined below.

**Collaboration.** Uniting core competencies and capacities of various stakeholders to achieve a common vision of success for adult learners and employers.

**Accountability.** Promoting shared responsibility for common outcomes across the adult learning infrastructure, investing in the infrastructure to collect data on program performance, and using data to inform decisions about future policies and programs.

**Responsiveness.** Recognizing that earning a high-school diploma is no longer sufficient for adult learners and employers and promoting post-secondary education as the new standard for adult learners and offering services for these learners that support and move them along clear and accessible pathways toward their goals.

**Agility.** Rapidly responding to the diverse needs of learners, employers, and communities with innovative programs that equip Michigan to be successful in emerging markets.

**Contextualization.** Developing learners' basic skills in the context of practical applications in the real world and occupational skills so they quickly grasp the relevance of learning and remain engaged in programs until they earn needed credentials.

**Entrepreneurism.** Employing innovative thinking and approaches in program delivery that increase the range of customers served by programs and foster learners' entrepreneurial thinking.

**Alignment.** Developing articulation agreements and standardized pathways among institutions to ensure adult learners can participate in lifelong learning knowing that their efforts will be recognized across various institutions, and strategically aligning funding to support a comprehensive adult learning strategy.

## II-C TASKS

The adult learning partnerships will be expected to fully integrate the following innovative design elements into their approach to delivering adult learning services.

- 1. Changing how the act of learning is defined**
  - a. Emphasize that learning is a lifelong process and that there are learning opportunities for adults at all levels.
  - b. Recognize and encourage multiple forms of learning experiences and modes of delivery for adult learners.
- 2. Making it more clear and efficient for adults to move toward their long-term goals**

- a. Assessment and Planning
  - i. Use and share common learner assessments among providers. Use a range of tools to conduct a comprehensive assessment including: career exploration, literacy level analysis, barrier identification, learning style analysis, and learning difficulty analysis.
  - ii. Use information gained from the assessment to create for each learner an Individual Learning Plan oriented toward a career and education pathway. Make the Individual Learning Plan portable and share it among providers so that services can be provided in the context of meaningful transitions and progress toward the learner's goals.
  - iii. Understand that not every learner has the same path to travel; every learner should have the opportunity to customize their personal strategy and receive support when implementing that strategy.
- b. Career Pathways
  - i. Develop career pathways: a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment in that sector.
  - ii. Individualize pathways that meet learners where they are and help to advance them toward their goals; break down silos along these pathways to increase access.
- c. Alignment
  - i. Align program exit and entry requirements so that expected learner outcomes in one program match the skills, knowledge, and abilities required to enter a subsequent program and be successful. Furthermore, where possible, use a final assessment of progress in one program to determine placement into the next program.
  - ii. Develop and use common definitions of services among partners, which includes defining basic skills within a partnership.
- d. Acceleration
  - i. Modularize programs to break learning into smaller pieces that can be aggregated into a certificate enabling students to earn several certificates before entering and/or completing postsecondary education.
    - (1) Focus modules on core competencies along career pathways, such as computer skills, soft skills, and customer service skills.
    - (2) Focus modules on varying levels of occupational skill attainment related to obtaining a post-secondary certificate or credential as part of a career pathway.
    - (3) Align modules with labor market payoffs that allow learners to quickly benefit from their efforts.
  - ii. Identify and implement accelerated timing for transitions between programs to maintain learner momentum (e.g., dual enrollment/dual credit programs, non-credit to credit transfers, embedded programs, concurrent programs).
  - iii. Conduct frequent skills assessments to more quickly advance those learners who are exit-proficient in a given program of study.

- iv. Offer incentives to learners to increase the motivation of participants to continue through education and work; include incentives like book, fees, and tuition support; earning supplements, etc.
- e. Advising
  - i. Offer career advising as a required component of programs to ensure that learners understand how learning articulates to working and the role of education in progressing toward their career goals.
  - ii. Use intensive, intrusive advising to retain and advance learners along pathways; using this approach, identify learner barriers and conduct ongoing efforts to address those barriers. Preferably conduct advising regularly using a face-to-face format, whereas virtual advising can serve as an alternative where necessary.
  - iii. Insist advisors serve as learner advocates and ensure that instruction staff is aware of any learning style/difficulties that require accommodations and/or career pathway interests and goals around which coursework can be contextualized. Ensure that advisors are seen as a resource for instruction staff who may face challenges in working with individual learners.
  - iv. Recognize that advising activities should help learners self-advocate and gain the skills necessary to navigate pathways, as identified in Individual Learning Plans, and make decisions as they pursue lifelong learning.
  - v. Require that advisors have a working knowledge of requirements of other programs in other agencies, particularly those which precede or follow programs offered by their agencies; resources available to support learners and address various barriers; and case management tools and techniques.
  - vi. Focus intensive support services on helping adult students succeed through programs by providing services including proactive advising, peer support, and college success classes; also place a focus on ensuring learners can seek family support for learning endeavors.

### **3. Making learning accessible**

- a. Use information from assessment to address learning differences and difficulties; equip instructors with the tools and technology required to accommodate individual learner needs.
- b. Make programs physically accessible by offering diverse access points and/or using distance learning technology and blended courses to facilitate learning.
- c. Increase the frequency with which learners can begin programs, via such methods as instituting an open-entry, open-exit structure where students can begin and end a program on an individual schedule, rather than waiting for a new semester to begin or end; placing learners into cohorts with frequent class starts; and/or offering relevant and meaningful coursework that students can engage in right away while they wait for a class session to begin. Ensure that there are meaningful activities in which learners can engage between program starts.
- d. Flexibly schedule courses on/at various days and times to accommodate adult learners' schedules.
- e. Offer courses year-round, with the understanding that learners must remain consistently engaged and are not accustomed to "summer breaks".
- f. Offer wrap around services that focus on identifying and addressing the many barriers impeding an adult learner's access to and progress through adult learning, including, transportation, child care, healthcare, housing, and counseling.

- g. Co-locate a range of services together to make it easier for adults to navigate systems and seek services from necessary partners; leverage available space among the partners for co-location.
- h. Offer flexible instruction that meets the needs of learners with a range of learning styles and goals within one cohort.

#### **4. Making learning relevant**

- a. Demonstrate the relevance of programs to the economic landscape in which learners live, the predicted needs for a competitive workforce in the region, work as a major component of adult life, and what is known about effective programs for adult learners.
- b. Promote workplace learning as key to helping learners see connections between work and learning, and key to helping learners transition between these activities.
- c. Include program content that is contextualized around the soft and specific skills required for employment, life and family skills, financial literacy skills, and occupation/career specific skills.
- d. Facilitate learners' participation in active learning that demonstrates clear connections between learning and adults' broader lives.

#### **5. Making learning attractive**

- a. Align learner expectations and program offerings around real opportunities for employment, education, and training.
- b. Engage employers in the partnership to increase their willingness to employ learners, including curriculum development, career exploration, and hiring activities.
- c. Offer rapid attachment to employment as a component of learning through such methods as apprenticeships, work study positions, and internships.

## SECTION III APPLICANT INFORMATION

### III-A PRE-PROPOSAL MEETING/QUESTIONS

A pre-proposal meeting will not be held. Questions from applicants concerning requirements in this RFP must be submitted by **5:00 p.m.** on December 1, 2008, via e-mail, to Ms. Erica Nakfoor, DLEG Bureau of Workforce Transformation, Division of Lifelong Learning at [NakfoorE@michigan.gov](mailto:NakfoorE@michigan.gov).

Questions must arrive no later than the date and time specified above. Questions received after this date and time will not be answered. The DLEG will not respond to telephone inquiries or visitation by applicants or their representatives. Answers to all questions received by 5:00p.m. on December 1, 2008 will be posted at [www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation) by 5:00p.m. on Wednesday, December 3, 2008.

### III-B PROPOSALS

To be considered, each applicant must submit a COMPLETE response to this RFP, using the format provided in Section IV. No other distribution of proposals is to be made by the applicant. The proposal must be signed in ink by an official of the applicant agency authorized to bind the applicant to its provisions. The proposal must include a statement as to the time period during which it remains valid. This period must be at least 60 days from the due date for responses to this RFP.

### III-C REVIEW AND SELECTION CRITERIA

Proposals will be evaluated by utilizing the following criteria:

#### a. Threshold Requirements

- The applicant agency must have no outstanding liability or debts with the DLEG, Bureau of Workforce Transformation.
- Proposal must respond to all required information.
- Proposals must be signed in ink, submitted by the time deadline indicated, and submitted in the required format as provided in Section IV.

#### b. Review of Proposal

Proposals meeting the threshold requirements will be evaluated based upon the following criteria:

1. Demonstrated experience in delivering programs of similar size and scope.
2. Quality of proposal based on evaluation of the content, including the extent to which the key program design elements are present in the proposed approach.
3. Capacity of the partnership to execute the proposed project.
4. Cost-effectiveness of the proposed approach.

All proposals meeting the threshold requirements will be reviewed and a determination regarding funding will be made based on the scoring method outlined in Appendix A. Any proposal receiving less than 85 points out of the possible 100 points will not be given further consideration for funding.

Proposals recommended for funding will be sent to the Bureau of Workforce Transformation Director for final approval. Once final approval has been obtained, applicant agencies will be notified.

### III-D INDEPENDENT BUDGET DETERMINATION

1. By submission of a proposal, the applicant certifies, and in the case of a joint proposal, each party certifies as to its own organization, that in connection with this proposal:
  - a. The budget in the proposal has been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting competition as to any matter relating to such budget with any other applicant or with any competitor;
  - b. Unless otherwise required by law, the budget quoted has not been knowingly disclosed by the applicant and will not knowingly be disclosed by the applicant prior to award, directly or indirectly, to any other applicant or to any competitor; and
  - c. No attempt has been made, or will be made, by the applicant to induce any other person or firm to submit, or not submit, a proposal for the purpose of restricting competition.
2. Each person signing the proposal certifies that she/he:
  - a. Is the person in the applicant's organization responsible within that organization for the decision as to the budget being offered in the proposal and has not participated (and will not participate) in any action contrary to 1.a., b., and c. above; or
  - b. Is not the person in the applicant's organization responsible within that organization for the decision as to the budget being offered in the proposal but has been authorized, in writing, to act as agent for the persons responsible for such decision in certifying that such persons have not participated (and will not participate) in any action contrary to 1.a., b., and c. above.
3. A proposal will not be considered for award if the sense of the statement required in the "Independent Budget Determination" (Section IV-E) has been altered so as to delete or modify 1. a., c., or 2. a. and b., above. If 1.b. has been modified or deleted, the proposal will not be considered for award unless the applicant submits, with the proposal, a signed statement which sets forth in detail the circumstances of the disclosure and the DLEG determines that such disclosure was not made for the purpose of restricting competition.

### III-E CHANGES IN THE RFP

Changes made to the RFP as the result of responses made to questions or concerns raised through correspondence will be put in writing to each potential applicant. The DLEG will not respond to telephone inquiries or visitation by applicants or their representatives. The DLEG does not commit to answering questions received after the date and time specified in Section III-A.

### III-F PROPOSAL RECEIPT

The DLEG's Bureau of Workforce Transformation, Division of Lifelong Learning must receive written proposals by **5:00 p.m.** on December 12, 2008. Applicants are responsible for the timely receipt of their proposal. **Proposals which are received after the specified due date and time will not be considered for funding. Proposals submitted via fax will not be accepted.**

### III-G AWARD

The DLEG reserves the right to award by item, part or portion of an item, group of items or total proposal, to reject any and all proposals in whole or in part, if, in the department director's judgment, the best interest of the state will be so served. In determination of awards, the qualifications of the applicant, conformity with the specifications of services to be provided, and the delivery terms will be considered.

## SECTION IV INFORMATION REQUIRED FROM APPLICANTS

**All proposals are to be submitted in the format outlined below.** There should be no attachments, enclosures, or exhibits other than those required by the DLEG, or those considered by the applicant, to be essential to provide a complete understanding of the proposal submitted. Each section of the proposal should be clearly identified with appropriate headings. **Do not include a cover letter and do not put the proposal in a notebook or binder.**

### IV-A ECONOMY OF PREPARATION

Each proposal should be prepared simply and economically, providing a straightforward, concise description of the applicant agency's ability to meet the requirements of the RFP. Fancy bindings, colored displays, promotional materials, etc., will receive no evaluation credit. Emphasis should be on completeness and clarity of content.

### IV-B COVER/SIGNATURE PAGE

Attachment 1, Cover/Signature Page, must be prepared as the first page of the proposal. Provide identifying information about the organization and the project contact person that will perform, or assist in performing, the work hereunder. The Cover/Signature Page must contain the signature of the person authorized to sign official documents for the organization. Indicate if the applicant agency is a private for-profit, private nonprofit, public nonprofit, governmental, school district, or other (specify).

### IV-C MANAGEMENT SUMMARY

1. Rationale
  - a. Describe the need for the proposed project, especially how it fits with the context identified in Section II-A.
2. Project Narrative
  - a. Offer a brief overview: general approach, methods, partners, capacity, corresponding services and previous experience delivering respective services.
3. Project Design and Services
  - a. Describe the target population to be served, including indicators of disadvantage, and barriers to employment and/or post-secondary education.
  - b. Identify how many individuals will be served.
  - c. Identify how the proposed program will help targeted individuals to increase their basic skills.
  - d. Identify the geographic scope of the proposed program.
  - e. Provide detailed program plans outlining the services to be provided, including assessment, education, training, employment placement, support services, follow-up/retention, and any other proposed services. Identify how these services align with the program design expectations detailed above.
  - f. Identify which partners will be responsible for providing which of the above services.
  - g. Identify the timeline for project activities.
  - h. Briefly describe how the project generally aligns with the vision for adult

learning described above.

4. Partnership

- a. Identify and describe the partners who will participate in the project and their expected roles, responsibilities, and core competencies.
- b. Describe what experience, if any, the partnering organizations have had in delivering the proposed range of services.
- c. Identify the governance structure for the partnership and the role of the fiscal agent for this grant.
- d. Attach to the proposal letters of commitment identifying the roles and responsibilities and resource commitments of each of the partner organizations.

5. Outcomes

- a. Propose and describe appropriate incremental target program outcomes that quantify the impact of the proposed efforts on the goals defined above. Applicants should use the WIA Title II measures as a baseline for identifying additional outcomes or measures where the partnerships expect to exceed the state target.
- b. Indicate any additional program measures that align with the proposed program approach. In this case, measures and targets should be detailed.
- c. Describe plans for how data will be used for evaluation of the program or project, including a timetable for measuring impact of expected outcomes and the cost of evaluation, which should be included in the project budget.

IV-D BUDGET

1. The budget quoted in an applicant's response to this RFP will be for the duration of the grant (February 1, 2009, through September 30, 2010).

2. Program Budget

Submit a proposed budget using Attachment 2, including all anticipated costs associated with the project. Grants should be leveraged with other resources to maximize impact.

Independent Budget Determination: Include a statement as follows: This independent budget is submitted in full compliance with the provisions of Section III-D, titled "Independent Budget Determination," of the RFP.

IV-E SUBMISSION OF PROPOSAL

Submit one signed original and one electronic copy of the complete proposal in accordance with the instructions contained in this RFP to:

Ms. Voni Booyinga  
Bureau of Workforce Transformation, Division of Lifelong Learning  
Michigan Department of Labor & Economic Growth  
201 North Washington Square  
Victor Office Center, 3<sup>rd</sup> Floor  
Lansing, Michigan 48913  
Email: [BooyingaV@michigan.gov](mailto:BooyingaV@michigan.gov)

## **APPENDICES**

## APPENDIX A

### Review and Selection Guidelines

#### 1. Threshold Requirements

- The applicant agency must have no outstanding liability or debts with the DLEG, Bureau of Workforce Transformation.
- Proposal must respond to all required information.
- Proposals must be signed in ink, submitted by the time deadline indicated, and submitted in the required format as provided in Section IV.

#### 2. Proposals will be evaluated based upon the following weighted factors:

<u>Factor</u>	<u>Points Allowable</u>
Soundness of Approach/Presence of Innovative Design Elements	50
Previous Demonstrated Experience	20
Capacity of Organization	15
Cost-Effectiveness	15

- Although inability to fully expend previous adult education grant funds is not a weighted factor, the DLEG reserves the right to consider such an occurrence during the most recently completed grant period as a factor in its evaluation and approval process for funding.

## **ATTACHMENTS**

**ATTACHMENTS 1 and 2 MUST BE INCLUDED  
IN THE PROPOSAL PACKAGE SUBMITTED**

**COVER/SIGNATURE PAGE  
NWLB ADULT LEARNING DEMONSTRATION GRANT  
February 1, 2009 through September 30, 2010**

Applicant Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Proposal Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone No.: ( ) \_\_\_\_\_ Fax No.: ( ) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Type of Organization (Check One):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Private-for-Profit | <input type="checkbox"/> Private-Nonprofit | <input type="checkbox"/> Public-Nonprofit       |
| <input type="checkbox"/> Governmental       | <input type="checkbox"/> School District   | <input type="checkbox"/> Other (Please Specify) |

Amount of Funds Requested: \_\_\_\_\_ Number of Participants to be Served: \_\_\_\_\_

I hereby attest that the applicant agency, as described above, has no outstanding liability or debts with the Michigan Department of Labor & Economic Growth.

Authorized Official \_\_\_\_\_ Title: \_\_\_\_\_  
(Type or Print)

Authorized Official \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)