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# Grant Purpose

Through this renewal Grant Application, for the FY2018 Educator and Provider Support (EPS) Grant, EEC may award grants to up to five (5) vendor(s) who will support the ongoing development of a statewide professional development system that provides intentional professional development opportunities and technical assistance to early education and out-of-school time providers[[1]](#footnote-1) and educators across the Commonwealth.

A professional development system encompasses education, training, and technical assistance[[2]](#footnote-2). EEC envisions a system that is accessible to all providers and educators in the State's mixed delivery system with core functions and interconnected professional development at the state, regional, and local level. Early childhood and out-of-school time professional development is a continuum of learning and support activities designed to support program quality and prepare individuals for work with and on behalf of the children and families they serve. As a continuum of learning professional development must take into account ongoing learning experiences that that build quality programs through enhancing educators’ knowledge, skills, and abilities.

# Applicable Procurement Law

Type of Purchase: Grants

Applicable Law: MGL c. 7A, § 7; St. 1986 c. 206, § 17; 815 CMR 2.00

# Acquisition Method

Renewal

# Whether Single or Multiple Contractors are Required for Contract

EEC anticipates awarding this Grant to multiple contractors statewide.

## Estimated Number of Awards

The target maximum number of Contractors is five (5); the Purchasing Department may award more or fewer contracts, if it is in the best interests of the Commonwealth to do so. Underutilization or failure to meet contractual requirements may result in terminate or non-renewal of the contract.

## Adding Contractors after initial Contract Award

If, over the life of the contract, the Purchasing Department determines that additional Contractors may be added, these may be drawn from qualified companies which responded to this Solicitation but were not awarded Contracts. If necessary to meet the requirements of the Commonwealth, the Solicitation may be reopened to obtain additional Bids.

# Eligibility Requirements

This is a renewal grant open only to FY 2017 EPS grantees that are in good standing with EEC and can demonstrate through the submission of a successful grant application that they are able to meet the priorities and required services as outlined in this grant application. EEC expects to award funds to vendors providing the best value to the Commonwealth with the goal of identifying vendors that are collectively capable of providing professional development services across all EEC regions. EPS grantees may only apply for the EEC designated region that they are currently serving.

If a grantee is proposing to subcontract some of their required services, the grantee must submit the proposed subcontracted services for any subcontractor as part of the grant application response. Please note that all such subcontracts must be in writing and approved by EEC prior to their execution. EEC reserves the right to deny or discontinue work with a grant subcontractor at any time during the grant year.

## Expected Duration of Contract

Through this Renewal Application, EEC is exercising its right to renew the FY 2017 EPS Grant for the FY 2018 fiscal year. The grant had an initial duration of July 1, 2016 - June 30, 2017. As stated in the FY 2017 Grant Application, EEC had two one-year options to renew subject to state appropriation and satisfactory performance.

# Context

The Massachusetts Department of Early Education and Care (EEC) provides the foundation that supports all children and their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.

EEC’s strategic directions / five-year goals include the following:

1. All young children in the Commonwealth will be ready to enter the K-12 education system and be successful, and their families will be provided with opportunities to support their children’s cognitive, socio-emotional, language, and physical development.
2. Programs offered in early childhood out of school time settings either licensed or license exempt by EEC will promote and support the high quality education and healthy development of children that enables all children to be successful as school members and citizens.
3. The early childhood and out-of-school time workforce that works with children and families in the Commonwealth is professionally prepared, adequately compensated, and diverse.
4. The Department and Board of Early Education and Care will provide leadership, direction and resources to meet the mission of the agency with utmost integrity, transparency, and accountability to the people of the Commonwealth.

EEC is focused on strengthening the system of early education and care in Massachusetts as a critical element of the education pipeline that spans from cradle to career. The system EEC is building includes all children. To that end, EEC provides services for children in Massachusetts through a mixed delivery system which includes group and center based programs, out of school time programs, family child care homes, public preschool programs, private preschool programs, kindergarten, and Head Start programs.  EEC is responsible for licensing over 10,500 early education and care and out of school time programs throughout Massachusetts and for providing financial assistance to eligible families seeking early education and care or out of school time programs that serve approximately 55,000 children, birth to fourteen (14) years of age, from low-income families.

EEC strives to bring together a growing community of early education and care providers, educators, academic researchers, business leaders, families and individuals to raise awareness of the critical importance of fostering the cognitive, social, and emotional development of young children. By giving a strong start to our youngest citizens we create a stronger, more prosperous future for all. Massachusetts is dedicated to increasing coordination in our system of early learning and development, and aims to prepare children for school success, especially those with the highest needs.

# Priorities

EEC has made the early education and out-of-school time workforce is an agency-wide priority. To that end, EEC has awarded the *“Building Early Childhood Foundational Knowledge for All”* contract to North Shore Community College for the development of foundational content knowledge in the areas of pre-service health and safety trainings, pre-licensee orientations, and ongoing foundational core knowledge, see Appendix E. In addition, EEC has issued a scope of work, *“*[*Statewide Infrastructure and Delivery Model for Coaching and Technical Assistance to the Early Education Field*](https://www.commbuys.com/bso/external/bidDetail.sdo?docId=BD-17-1037-1CEN0-C0000-13627&external=true&parentUrl=bid)*”*, for research and development of a statewide technical assistance and coaching infrastructure. It is EEC’s expectation that the work from these additional contracts will support grant services and inform professional development statewide.

The goal of the EPS grant is to enhance program quality through intentional professional development that improve instructional practices, builds educator's knowledge and skills, and supports positive outcomes for children. Research has shown that effective professional development includes pre-service (foundational) training opportunities, ongoing (in-service) coursework, and technical assistance. Professional development opportunities provided through the EPS grant should support program-wide quality enhancements that are evident through active participation in the Massachusetts Quality Rating and Improvement System (QRIS) and national accreditation. The implementation of best practices within a programs must be supported be the competency development of individual administrators and educators. Opportunities provided through the EPS grant should help to prepare individuals to work with children and their families, foster continuous learning opportunities, and support formal educator preparation towards a college level certificate or degree in early childhood education.

The main goals of this funding are to support program quality improvement and educator competency across EEC’s mixed delivery system, regardless of setting, age group, and position level. Grantees will be responsible for providing professional development opportunities that meet the needs of the field and supports best practices, professional development pathways, and program quality.

# Required Services/Deliverables

## Organizational REsponsibilities

The overarching organization housing the EPS Lead Agent must ensure EPS is provided with supervision, leadership and supports necessary for high quality service delivery. Specifically, Lead Agencies must:

1. Implement an effective business structure.
2. Employ the appropriate number of staff and FTEs for delivery of services to meet grant requirements.
3. Provide adequate resources and support to EPS staff to ensure grant services can be effectively implemented.

## EPS Leadership, Management & Staffing

The EPS lead agency is responsible for the following direct services:

1. Ensure staff have required experience and expertise;
2. Participate in necessary meetings and professional development opportunities;
3. Manage and support staff and subcontractors; ensure subcontractors:
	1. Meet qualification requirements, refer to Appendix G;
	2. Are aware of and adhere to grant requirements;
	3. Participation in required meetings and professional development opportunities;
	4. to adhere to Fund Use Guidelines;
	5. Identify funding source for grant funded professional development opportunities and services; and
	6. Provide EPS grant information to providers and educators participating in grant services.
4. Designate an individual within the Lead Agency who can serve as a lead coach within the region to oversee staff and contractual coaches, manage caseloads, and ensure a balance of services to programs across the region and setting type, see Appendix H.

## professional development opportunities

### Needs Assessment

Grantees must ensure that all providers and educators have completed an initial assessment to ensure appropriateness of professional development services. Participating programs must have a Continuous Quality Improvement Plan (CQIP) or Program Improvement Plan (PIP) that clearly articulates their goals and tracks ongoing progress. Likewise, participating educators must have an Individual Professional Development Plan (IPDP) that clearly articulates their goals and tracks ongoing progress.

The Grantee is responsible for the following activities:

1. Assessing provider and educator professional development needs within the region.
2. Providing professional development opportunities that meet provider and educator goals; improve program quality and build educator competencies.
3. Outreach to early education and out of school time workforce and stakeholders to assess regional professional development needs. Continuous assessments should help to inform grantee’s ability to meet demand for services and to plan additional professional development.
	1. Assessment of need should be captured through multiple formats including but not limited to:
		1. Evaluation of grant services (courses and technical assistance),
		2. Survey of need, and
		3. Meetings with educators and stakeholders.
	2. Information gathered through all modalities should be synthesized and used to inform current and future grant services.
	3. Data and information gathered must be shared with EEC and additional stakeholders.

### Coaching and techincal assistance

Grantees must provide technical assistance, coaching, and consultation services to providers and educators in EEC’s mixed delivery system, regardless of setting type, age group served, or position level. Provide coaching and technical assistance through a program-focused approach and professional learning communities.

The Grantee is responsible for the following activities:

1. Establish mechanisms to:
	1. Create and ensure consistency in technical assistance services regionally and statewide.
	2. Evaluate providers’ and educators’ progress, services provided, and coaches.[[3]](#footnote-3)
	3. Adhere to implementation recommendations from the [*Statewide Infrastructure and Delivery Model for Coaching and Technical Assistance to the Early Education Field*](https://www.commbuys.com/bso/external/bidDetail.sdo?docId=BD-17-1037-1CEN0-C0000-13627&external=true&parentUrl=bid).
2. Utilize standard referral forms, coaching logs, reports, and additional documentation, in alignment with recommendations from the [*Statewide Infrastructure and Delivery Model for Coaching and Technical Assistance to the Early Education Field*](https://www.commbuys.com/bso/external/bidDetail.sdo?docId=BD-17-1037-1CEN0-C0000-13627&external=true&parentUrl=bid) initiative and EEC policies related to providing coaching and technical assistance (to be developed).
3. Adhere to EEC rates for TAPs and coaches, in alignment with recommendations from the [*Statewide Infrastructure and Delivery Model for Coaching and Technical Assistance to the Early Education Field*](https://www.commbuys.com/bso/external/bidDetail.sdo?docId=BD-17-1037-1CEN0-C0000-13627&external=true&parentUrl=bid) initiative and EEC policy.
4. Ensuring Lead Coach responsibilities are met, which include:
	1. Ensuring coaches complete EEC’s online coaching approval application, which will be available through EEC upon grant renewal. Coaches must be approved by EEC prior to rendering services.
		1. Only coaches approved by EEC Workforce Development Staff may provide services through the EPS grant and receive funding through the EPS grant.
		2. Additional coaches hired throughout the year must complete the online application and be approved by EEC Workforce Development Staff prior to rendering serves.
	2. Requiring and ensuring coaches’ participation in EEC-sponsored professional development opportunities and meetings for grant coaches, including but not limited to EEC developed statewide professional learning communities (PLCs) for coaches.
	3. Evaluating the effectiveness of coaches:
		1. Observe coaches while working with early programs, educators, or running professional learning communities.
		2. Provide written feedback to coaches.
		3. Create individual improvement plans for coaches.
	4. Ensuring coaches are up-to-date on EEC initiatives related to QRIS and workforce.
	5. Assess larger needs of coaches, including but not limited to professional development opportunities to support professional growth and resources to support coaching practices.
5. Ensuring coach responsibilities are met, including:
	1. Meeting the education and experience requirements included in Appendix G.
	2. Acting in a professional manner, serving as an EEC representative, and adhering to National Associate for the Education of Young Children (NAEYC) code of ethics.
	3. Completing EEC online coaching approval application.
	4. Participating in EEC development statewide PLCs coaches, professional development opportunities and meetings for coaches.
	5. Utilizing evidenced based tools and resources to support quality improvements to programs and competency development in educators.
	6. Utilizing required standard documents including but not limited to coaching logs, CQIPs/PIPs, IPDPs, and data reports.
	7. Informing participating programs and educators about EPS and EEC.
	8. Tracking progress of programs and educators within coaching caseload.
6. Provide professional learning communities to groups of educators based on setting type and position in accordance with PLC guidelines and policies developed by EEC.
7. Provide technical assistance through a program-focused approach.
	1. Adhere to EEC’s policy for program-focused supports, to be developed in concert with EPS grantees.
	2. Respond to referrals from EEC’s Licensing Staff or Program Quality Specialists for technical assistance and coaching services:
		1. Implement a communication process with EEC’s Licensing Staff and Program Quality Specialists to ensure collaboration and shared communication among EEC staff, EPS grantee, and individual programs referred by EEC for EPS services.
	3. Utilize statewide referral form, available to grantees through EEC upon grant renewal.
	4. Require initial meeting with Lead Coach, EEC staff, and other services providers, as appropriate to assess programs’ needs and assign a coach.
	5. Establish a written coaching plan with each provider to address:
		1. Duration and dosage of coaching services within the fiscal year to be provided through the grant.
		2. Identification of roles and responsibilities of participants.
		3. Identification of tools and resources to be implemented during the coaching process, including but not limited to:
			1. CQIP/PIP;
			2. IPDP;
			3. Program, classroom, and child level assessment tools; or
			4. Courses and/or trainings that may be necessary for an entire program, and/or individual educator within a program.
	6. Utilize data to identify program needs, progress, and achievements.

### Educator and Provider Planning Expectations

Grantees should utilize CQIP/PIP and IPDPs as a basis for planning and delivering professional development opportunities. These opportunities should be delivered through a combination of program focused and individual level supports. Professional development opportunities provided through the grant should enhance program quality and support positive outcomes for children.

The Grantee is responsible for the following activities:

1. Professional development opportunities provided through the EPS grant must:
	1. Identify EEC’s EPS Grant as the funding source for the opportunity.
	2. Offer at times and locations that are convenient for the populations being served.
	3. Meet the needs of adult learners and address the diversity (i.e., race, language, hours of operation, learning styles, and age of the learner) of the workforce.
	4. Provide equal access to professional development opportunities and resources across the region and across the mixed delivery system, regardless of setting type and age group served.
	5. Support educators working with infants, toddlers, preschoolers, and school-age children through 14 years of age and 16 years old for children with special needs.
2. Provide professional development courses to develop administrator and educator competencies across EEC's mixed delivery system. Opportunities must:
	1. Be evidenced-based, intentional, and provide opportunity for reflective practice;
	2. Support practice-based opportunities that address research, theory, and specific implementation strategies;
	3. Address inclusion and differentiated instruction;
	4. Address content on young children with disabilities and diverse learners including English language learners, children with high needs, and children who are at risk or subject to toxic stress; and
	5. Align with EEC’s Licensing Regulations, Core Competencies, QRIS Standards, and Early Learning Standards. The standards include but are not limited to the Massachusetts Curriculum Frameworks; EEC's Guidelines for Preschool Learning Experiences; EEC's Early Learning Guidelines for Infants and Toddlers; Early English Language Development Standards; Pre-K Science, Technology, and Engineering Standards; and Preschool and Kindergarten Standards in the Domain of Social-Emotional Development and Approaches to Play and Learning, where appropriate.
3. Provide continuing education and college courses to administrators and educators across EEC’s mixed delivery system. Courses must:
	1. Award academic currency by way of continuing education units (CEUs) or college credits.[[4]](#footnote-4)
	2. Include an evaluation of the training and assessment of educator knowledge.
	3. Serve a minimum of 15 educators per course, to be eligible to participate in EPS funded coursework an educator must have an “Active” PQR ID, and prioritize educators:
		1. Serving high needs children;
		2. Working in programs participating in QRIS; and
		3. With a completed IPDP.
4. EPS must support completion of college-level certificates and degrees in early childhood education and out of school time, specifically:
	1. Assist educators to complete college level certificate programs related to early childhood education and out of school time, participants must:
		1. Have IPDP goal of specified certificate program and be accepted into said certificate program prior to EPS funding coursework; and
		2. Meet with academic advisor at the college prior to course enrollment to ensure course will meet educator’s goal.
	2. Direct educators seeking associate and bachelor degree in early childhood education to the ECE Scholarship program as payer of first resort for college courses.
	3. Refer scholarship candidates to academic advisors within institutions of higher education (IHEs) to ensure appropriate course selection and confirm scholarship eligibility.
		1. Confirm scholarship candidate participation in advising to EEC for scholarship approval.
	4. With pre-approval from EEC, grantees may support a college course for degree candidates once scholarship funds have been allocated if:
		1. The educator is due to graduate within the fiscal year and is not eligible for the ECE Scholarship; or
		2. The educator is eligible for the ECE Scholarship but requires additional courses, not supported by the ECE Scholarship, to graduate within the fiscal year.

Course determinations will be made by EEC on a case by case basis.

## Outreach, coordination, and collaboration

Grantees must provide leadership and support coordination of professional development opportunities and resources across the state. Grantees are responsible for building relationships at the local, regional, and state level to support the professional development of providers and educators across EEC’s mixed delivery system.

### Coordination and Collaboration Expectations

The Grantee is responsible for the following activities:

1. Function as a partnership, regionally, with a single administrative lead/fiscal agent.
	1. Convene EPS Partnership meetings at least quarterly.
	2. Allow partnership members to inform grant services through participation in an assessment of regional professional development needs and evaluation of grant services and subcontractors.
	3. Invite local and regional stakeholders to participate in partnership meetings, partnership members may include, but are not limited to representatives from:
		1. Early education and out of school time workforce;
		2. Early Intervention;
		3. EEC;
		4. EEC grantees and contractors;
		5. Career/ Vocational Technical High Schools;
		6. Professional development providers
		7. Technical assistance providers
		8. Regional Employment Board
		9. Two and four year institutions of higher education, and
		10. Other community stakeholders.
2. Contract with EEC's Assessment and QRIS Measurement Tools grantees to coordinate the delivery of training, and build an infrastructure to support the use of the QRIS measurement tools as sustainable practices.
3. Ensure that opportunities are distributed equitably across the region and that limited resources are used effectively.
4. Support a position that will interface with EEC's Assessment and QRIS Measurement Tools grantees.
	1. Demonstrate collaboration through a signed Memorandum of Understanding (MOU) and/or contract that addresses:
		1. Respective roles and responsibilities;
		2. Methods of ongoing communication;
		3. Coordination and alignment of required grant activities; and
		4. Allocation and oversight of EPS grant staff responsible for collaborations among EEC's EPS, Assessment and QRIS Measurement Tools grants.
5. Contract and collaborate with Massachusetts' IHEs to support college-level certificate and degree attainment in early childhood education and out of school time.
	1. Support recipients of the [Early Childhood Educators (ECE) Scholarship](http://www.mass.edu/osfa/programs/earlychildhooded.asp).
	2. Ensure recipients are receiving academic advising that supports certificate and degree completion without exceeding the required number of credits to do so.
	3. Demonstrate collaboration through a signed Memorandum of Understanding (MOU) and/or contract that addresses:
		1. Respective roles and responsibilities, including, but not limited to, the provision of cohort college courses and academic advising;
		2. Methods of ongoing communication;
		3. Coordination and alignment of activities; and
		4. Agreed upon costs for cohort courses and the purchase of individual seats in a college course.
6. Collaborate with other EEC grantees and contractors across the state to best serve programs and educators across EEC’s mixed delivery system by sharing best practices, leveraging resources, assessing regional needs, informing services, and ensuring statewide consistency among services and data collection.
7. Collaborate with EEC vendor(s) awarded the contract for the “*Building Early Childhood Foundational Knowledge for All”*, see Appendix E.
8. Collaborate with EEC vendor(s) awarded the contract for the “*Statewide Infrastructure and Delivery Model for Coaching and Technical Assistance to the Early Education Field”*.

### OUtreach requirements

The grantee is responsible for the following activities:

1. Market grant services and opportunities to all providers and educators in EEC’s mixed delivery system across the region, regardless of setting type.
2. Provide outreach to providers and educators through e-mail, phone, U.S. mail, and by distribution of written information through community meetings, advisory meetings, college and career fairs, license renewal meetings, and parent and provider meetings in the community to inform educators and programs across the region of grant services.
3. Host regional information sessions to promote grant services, capture feedback on services, and inform future opportunities. Regional information sessions must ensure the following:
	1. Sessions are hosted at times and locations that are convenient for educators and programs across the mixed delivery system;
	2. Sessions are hosted across the region; and
	3. Sessions are hosted through a variety of modalities including face to face and webinar opportunities.
4. Publicize and facilitate access to professional development opportunities that extend beyond the grant such as those available through public television, children’s museums, local libraries, other EEC grantees, other state agencies, and other resources within the community.
5. Ensure materials related to grant activities and services identify initiative and funder.
	1. Grant related materials must include EEC logo and statement of reference that opportunities have been funded by EEC.
	2. Grant related materials must identify regional Educator and Provider Support.
	3. Incorporate the approved tagline for the *Brain Building in Progress* communications initiative on appropriate marketing and communications materials and resources that are funded in whole or part through this grant.  These materials and resources may include, but are not limited to, the following: marketing products (e.g., flyers, brochures, pamphlets); professional development products printed by the grantees (e.g., books/booklets, guides, course readers); websites; and other products as determined by EEC. Grantees should refer to the [www.brainbuildinginprogress.org](http://www.brainbuildinginprogress.org) website and the two-page document for background information on the *Brain Building in Progress* initiative. Whenever possible and appropriate, grantees should post a link to the *Brain Building in Progress* website on their websites and if the grantee belongs to any coalitions, request that the *Brain Building in Progress* website be posted on the coalition members’ websites. The Brain Building in Progress logo and background document is available for downloading at <http://www.eec.state.ma.us/BBIPmaterials.aspx>.
6. Ensure website is up to date and includes links to appropriate resources and EEC.
7. Lead agent website and related websites must include EEC logo, description of grant, and explanation of funding.

## Reporting requirements

Grantees are responsible for tracking and reporting on services provided through the grant. Data collection is a valuable that should be used to evaluate grant services and inform future activities.

Grantees are responsible for the following activities:

1. Establishing internal and external mechanisms for:
	1. Evaluating grant services and subcontractors;
	2. Meeting EEC reporting requirements;
	3. Ensuring submitted reports are complete and accurate;
	4. Ensuring vendors and subcontractors adhere to EEC requirements and policies;
	5. Verifying data submitted by subcontractors;
	6. Ensuring statewide consistency across EPS grantees for grant requirements and services;
	7. Verification of data submitted by subcontractors; and
	8. Sharing grant data.
2. Tracking program and educator participation in grant services to ensure programs and educators are progressing, specifically:
	1. Track program’s participation and progress through grant services, including coursework and technical assistance opportunities.
	2. Track educator’s individual participation and progress through grant services, including coursework and technical assistance opportunities;
	3. Track ECE Scholarship participant progress.
3. Reporting professional development courses on EEC’s Online Professional Development Calendar, including:
	1. Ensuring course information remains up-to-date;
	2. Listing course registrants for each course on EEC’s Online Professional Development Calendar; and
	3. Identifying educators that completed the course on EEC’s Online Professional Development Calendar.
4. Reporting grant services and progress using standard data report, to be provided by EEC, specifically:
	1. Regional professional development needs;
	2. CEU and college coursework provided, including course evaluation results;
	3. Technical assistance and coaching services provided, including evaluation results; and
	4. Provider and educator progress, including ECE Scholarship participant progress.
5. Completing the FY2018 Projected Deliverables form.
6. Completing the FY2018 Roles and Responsibilities form.

# Anticipated Expenditures, Funding or Compensation:

## Funding

Estimated Value of Procurement: Up to $3,321,999.00

The EPS Grant is funded from a State appropriation for Account 3000-1020 and the FY2018 EPS Grant funding is subject to the FY2018 final State budget appropriation for Account 3000-1020.

## For Multi-Year Grants Only

An FY2018 (July 1, 2017- June 30, 2018) budget is required for submission with this grant application.  Please be advised that the FY2018 budget is projected and may be amended if necessary.  EPS grantees will be required to submit an actual budget for FY2019 at a later date with EEC guidance.  EEC may require EPS grantees to meet additional requirements related to the EPS Grant in FY2019 so that the grant terms continue to reflect EEC’s priorities and the needs of the communities served.

|  |  |  |
| --- | --- | --- |
| EEC Region | Number of EEC Licensed Providers | FY2018Anticipated Allocation |
| Western - Region 1 | 1,369 | $487,375 |
| Central - Region 2 | 2,040 | $711,620 |
| Northeast - Region 3 | 2,772 | $872,350 |
| Southeast and Cape - Region 5 | 1,622 | $561,697 |
| Metro Boston - Region 6 | 1,739 | $688,957 |

The funding for any contract resulting from this procurement is conditioned upon receipt of grant funds. EEC anticipates allocating funds by designated EEC Region. Regional allocations have been determined by the number of EEC licensed providers in the given region.

Funding is subject to State and Federal budget allotment and appropriation. Should additional funds become available, EEC reserves the right to make additional awards based on the responses received, the needs of the Commonwealth, identified professional development needs, if applicable, and/or best value to the Commonwealth. EEC reserves the right to reallocate funding to existing grantees in the event one or more grant is terminated or ended prior to the grant term. EEC also reserves the right, in the event additional funding becomes available, to add additional required services and/or extend or adjust the existing services. If low cost is the primary selection criteria, then EEC may issue requests for quotes from the qualified contractor list when selecting a vendor for a specific engagement.

## Funding Use

Funds associated with this grant must be used to support the EPS grant objectives, goals and priorities. EEC reserves the right to approve, deny or request modifications on planned fund use.

Selected vendor(s) may use Grant funds for the following purposes:

## Allowable Fund Use:

* **Administrative Costs:** Costs that are associated with the management, administrative, clerical, and general functions of the grant.
	+ **Examples of expenses typically included in an Admin budget include:**
* Salaries/fringe benefits of executive level employees and other employees that support the organization, but are not involved in the direct implementation or direct supervision of grant funded activities, including positions, such as vice president, executive director, chief finance operator, accountant, secretary/bookkeeper, office manager, etc.
* Expenses related to general agency operations such as rent of agency headquarters, utilities, insurance, office supplies, postage, cleaning (custodial services & supplies), printing (toner/ink), shelving/tables, lease/maintenance on copiers/fax machines, snow removal, storage, and maintenance.
* **Indirect Cost Rate (IDCR):** Costs approved by the federal government for common objectives that benefit multiple programs administered by the grantee organization, or the organization as a whole, and as such are not readily assignable to a particular program funding stream.
* **Program Support Costs**:
	+ Program Management: The costs associated with the direct supervision and support of the grant-funded project and its expected activities and outcomes.
	+ Direct Services: The costs associated with the delivery of the grant funded project and achieving proposed outcomes.
	+ Ancillary Services: The costs associated with providing necessary support to the primary activities or operation of an organization and/or institution.
* **Examples of expenses typically included in an Program budget include:**
* **Program Support / Program Management**
	+ - Salaries/fringe benefits of the front line staff directly implementing grant funded activities such as teachers, home visitors, play group leaders, program coordinators, social workers, mental health consultants, and coaches.
		- Direct supervision of individuals funded through the grant to implement deliverables. This could include a teacher, coach, home visitor, program coordinator, or social worker funded by the grant and for whom a related percentage of the time of the direct supervisor of this person may be included in this category.
		- Training of staff and/or program supervisors related to the implementation of the program activities and outcomes of the grant.
* **Program Support / Direct Services**
	+ - Expenses required for and directly related to the delivery of the grant’s activities. Because these activities are easily traced to projects, their costs are usually charged to projects on an item-by-item basis.
		- These expenses might include postage, supplies, equipment, and materials needed to implement the grant-funded activity (i.e., postage for flyers announcing grant activities), screening or assessment tools to be used with children or families, and a laptop or tablet to be used exclusively in the implementation of a grant funded activity.
* **Program Support / Ancillary Services (New in FY18)**
	+ - Expenses related to the rental and maintenance/custodial services of a site used **exclusively** for the **program funded activity** or if shared space, a pro-rated percentage of these costs, including utilities, property and liability insurance.
		- Computer and/or website support, domain name, anti-virus protection, productivity software, or website hosting related to program funded activity.

### Budget Categories

* **Administrators:** An administrator may be a person who supervises or is in charge of an activity, department, or organization. This staff who may coordinate activities and functions of a designated project to ensure that goals and objectives specified for the project are accomplished.
* **Instructional/Professional Staff:** Professional staff that are qualified to provide either instructional or direct services, based on education/training and experience.
* **Support Staff:** Paraprofessional, clerical, or non-professional staff that either provide non-instructional services or support services.
* **Fringe Benefits:** Fringe benefits are allowances and services by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include Federal Tax, State Tax, FICA, Mass Unemployment, Health Insurance, Worker's Compensation, Medicare, SUTA, Other Retirement Systems, Other Fringe costs, as applicable**.**
* **Contractual Services:** Funds to pay to another individual to carry out a single purpose or specific service to meet the objectives of the grant at a specific rate per Hour/Day/Week/Year/Flat. Details regarding the # of Hours/Days/Weeks/Year/Flat should be outlined when requesting these funds.
* **Supplies & Materials:** Supplies that will be used to carry out the required services of the grant. These supplies and materials are items costing less than $5,000 per unit or having a useful life of less than a year. These include instructional materials to implement parent and/or parent/child educational activities and non-instructional supplies.
	+ Laptops (price not to exceed $1000.00 per laptop)and Tablets (price not to exceed $600.00 per tablet)are to be used for the sole purpose of supporting implementation of the EPS grant.
* **Travel:** Travel expenses for program administrators, program coordinators, and professional staff for in-state travel costs required to implement grant specific activities (i.e. mileage).
* **Other Costs:** This sub-line is used to indicate costs associated with a variety of activities outlined in the application instructions.
	+ Advertising
	+ Equipment Rental
	+ Maintenance/Repairs
	+ Memberships and Subscriptions
		- Costs of membership in civic, business, technical, and professional organizations are reimbursable provided that: (a) the benefit from the membership is related to the project, (b) the expenditure is for agency -- and not individual -- membership, and (c) the cost of the membership is reasonably related to the value received.
	+ Printing/Reproduction
		- Note that photocopying costs belong under printing/reproduction in this line; while amounts budgeted to purchase paper for the photocopier would be listed under Supplies. The lease of a photocopying machine would be listed under Equipment Rental in this line, while the purchase of such a machine would be listed under Equipment, depending on the cost.
	+ Staff Training
	+ Rental of Space
	+ Telephone/Utilities
	+ Direct Service Transportation
	+ Other
		- **Purchase of Food will be considered an allowable expense if the purchase of food is connected to the grant priorities**. Please clearly describe how your program will utilize the purchase of food in the Budget Narrative.
* **Capacity Building:** May be defined as the acquisition of skills and knowledge both for personal development and for career advancement
	+ Professional Development
	+ Application Fees
	+ College Courses
	+ CEU Courses
	+ Other
* **Indirect Costs** are costs incurred for common objectives that benefit multiple programs administered by the grantee organization, or the organization as a whole, and as such are not readily assignable to a particular program funding stream.
	+ Indirect Costs are part of the expenses allocated to administrative funds.
	+ Under no circumstances can the use of the indirect cost rate (IDCR) exceed the amount of funds (**10%** of the total grant) allocated to administrative purposes.
	+ A grantee can use an indirect cost rate ONLY IF it submits documentation stating the approved rate on letterhead from a federal cognizant agency.
	+ Public Schools do not need to provide an Indirect Cost Rate approval letter. Their rate is provided by The Department of Elementary and Secondary Education.
	+ Applicants must write their actual approved Indirect Cost Rate in Indirect Cost Rate box in the Online Application.

**Cap on Administrative and Indirect Costs: EEC’s cap on administrative costs and indirect costs is 10%.**

* + If a grantee does not have an IDCR and provides admin budget detail, the cap is 10%.
	+ If a grantee has an IDCR of 10% or greater, the grantee does not need to provide a detailed admin budget
	+ If a grantee has an IDCR of less than 10%, the grantee must provide a detailed admin budget for the difference between the IDCR and 10%.
* **Equipment:** **Items costing more than $5,000 per unit and having a useful life of more than a year should be listed here. Equipment must be itemized with a brief statement of need for the item.**
	+ Instructional
	+ Non-Instructional
	+ Other
* **Ancillary Services:** The costs associated with providing necessary support to the primary activities or operation of an organization and/or institution.
	+ **Cap on Ancillary Services: EEC’s cap on ancillary services is 5%.**
* **Subcontractors:** Funds paid out to another program or agency to carry out an entire part (sub-part) of the grant.
	+ All subcontractors and partners performing services on behalf of the applicant to meet the required services of this grant proposal must be approved by EEC.
	+ If an applicant proposes subcontracting some of its required services, the applicant must submit the proposed subcontracted services from each subcontractor and other partners as part of its grant application response.

For all Administration and Program Costs see Budget Guidelines.

All Administration Costs for the Lead agency and Subcontractors (if applicable) **cannot exceed 10% of the grant requested amount.**

* **Fiscal administration and oversight costs**: For the purposes of this Grant Application, Grants Administration expenses are defined as the following:
	+ Supervisor/Director salary/wages
	+ Secretary/Bookkeeper salary/wages
	+ Stipends for Supervisor/Director and/or Secretary/Bookkeeper
	+ Fringe Benefits for Supervisor/Director and/or Secretary/Bookkeeper
	+ Supplies
		- Non-Instructional Supplies
	+ Other Costs
		- * Equipment Rental
			* Maintenance/Repairs
			* Rental Space (non-direct, office space)
			* Telephone/Utilities (non-direct, administrative, Internet, and Wi-Fi)
			* Indirect Costs

## Unallowable Fund Use:

* **Out-of-State Travel**
* **Lobbying Expenses:** Grant funds shall not be used to cover costs incurred by employees, lobbyists, or consultants to influence anylocal, state or Federal legislation or policy in either the Legislative or Executive branch.
* **Aide/ paraprofessional staff salaries**
* **Transportation of students**
* **Equipment**
* **Professional development paid by other means, including college courses paid by the ECE Scholarship**
* **Ancillary Services**

## Additional Fund Use Guidelines:

* The lead agent must provide some of the required services directly.
* The lead agent must allocate funds to support Professional Learning Communities for the mixed delivery system, including PLC facilitators.
* The lead agent must allocate sufficient funds to employ an appropriate number of staff to meet grant requirements.
* The lead agent must allocate funds to support staff person or contractor to oversee collaborations with EEC Assessment and QRIS Measurement Tools grantees, as described in required services above.
* Professional Development Opportunity Fees: To leverage available resources, to assure that educators are invested in attending offerings once they are enrolled, and to balance available resources across regions, grantees are encouraged to charge reasonable fees for professional development using the following fee schedule for FY2018:
	+ No more than $5.00 per training hour for educators in programs that have at least 50% enrollment of EEC subsidized children or other children with high needs.
	+ No more than $10.00 per training hour for all other educators.
	+ EEC may issue a waiver for professional development that does not meet this fee schedule on an individual basis.

**EEC reserves the right to adjust the fee schedule stated above.**

# Reporting

Public Welfare and Human Services PART 98 Child Care and Development Fund (CFR 98.50) requires that states receiving CCDF funds must allocate at least seven percent of the CCDF award total toward quality activities designed to improve the quality of child care.  Each identified activity must have a measurable outcome that will be reported to the federal government.  In fulfillment of this federal mandate, Massachusetts has identified this grant as part of Massachusetts’ overall quality activities allocation.

# Submission of Responses

In accordance with the submission requirements detailed below, all required documents, including the online application, attachments, and fiscal forms **must be received at EEC’s Central Office by** **4:00 PM on May 15, 2017**.

Renewal Grants only: EEC will accept, review, and process renewal applications beginning **May 10, 2017**. **Grant applications will NOT be accepted after 4:00 PM on May 15, 2017.**

## Online Application

**To complete and submit the online portion of the grant application, please click the following link:** [FY2018 EPS Online Application](http://www.eec.state.ma.us/GrantsOnlineFY2018/Grants322/)

The Online Application includes the following information:

1) Contact Information

2) Communities Served

3) Languages Spoken

4) Lead Agency Budget

5) Subcontractor Budget

6) Budget Summary

7) Narrative Questions

8) Projected Deliverables

9) Required Grant Forms

* Appendix H: Grant Roles and Responsibilities
* Lead Agency Indirect Cost Approval Letter (if applicable)
* Subcontractor Indirect Cost Approval Letter (if applicable)

10) Checklist

11) Cover Page

## Documents to be Submitted

The following documents must be submitted by **mail** with **one (1) original** (all signatures must be in blue ink) and **three (3) copies:**

To:

Department of Early Education and Care

**FY2018 EPS Renewal Grant**

**Agency Name, Program Name**

Attention: Grants Administration

51 Sleeper Street, 4th Floor

Boston, MA 02210

* The entire PDF document generated by the Online Application.
	+ You must have a **submission date** and **time** on the top of each page. In order to get the entire PDF, you click the **SUBMIT** button and then click the **PRINT SUMMARY** button.
	+ Cover page must include original wet signature. Note: This is the only hard copy page that can be submitted without a **submission** **date** and **time**.
		- * Required Grant Forms:
				+ **Please Note:** The **Required Grant Forms** must be **submitted** as **hard copies** as these do **not print** as part of the **PDF** document**.**
		- Appendix H: Grant Roles and Responsibilities

Lead Agency Indirect Cost Approval Letter (if applicable)

Subcontractor Indirect Cost Approval Letter (if applicable)

* + - * Applicants must also complete and mail one original packet of the following forms with their Grant Application response (**unless applicant already has these documents on file with EEC**)
* MA Standard Administrative Forms
	+ - * + A signed Commonwealth Terms & Conditions form
				+ W-9 with DUNS #
				+ Contractor Authorized Signatory Listing
				+ Authorization for Electronic Funds Payment (EFT) Form
				+ Federal Funding and Accountability and Transparency Act (FFATA) Reporting Requirements

**EEC will disqualify any incomplete or late grant applications from consideration/review.**

**Please note**: If your application is selected for funding, EEC will **e-mail**a Standard Contract Form to the individual identified as the “Applicant Contact” in Part 1 of each response. This Form will need to be printed, signed **(in blue ink),** and returned to EEC prior to the Grant start date. Directions on how to submit the signed form to EEC will be explained with the form.

# Estimated Renewal Calendar

| **Procurement Activity** | **Date** | **Time**  |
| --- | --- | --- |
| Grant Application Release/Posting | **April 18, 2017** |  |
| Submission of Written InquiriesApplicants must submit written inquiries to:EECSubmission@massmail.state.ma.us  | **April 25, 2017** | **4:00 PM** |
| Response to Written Inquiries | **May 2, 2017** | **4:00 PM** |
| Submission Deadline for Quotes/Bid Responses Applicants must submit proposals to:EECSubmission@massmail.state.ma.us | **May 15, 2017** | **4:00 PM** |
| Notification of Awards (Estimated) | **June 15, 2017** |  |
| **Estimated Grant Start Date** | **July 1, 2017** |  |

**Bidders are required to monitor COMMBUYS for changes to the procurement calendar for this Bid.**

# Questions and Answers

Any and all questions regarding this Grant Renewal Application **must** be submitted in writing toEECSubmission@massmail.state.ma.us by **April 25, 2017 at 4:00 PM** with the Grant Application Title/Fund Code in the subject line.

* EEC expects to post responses to written questions on or around **May 2, 2017.**

It is the responsibility of the prospective Bidder and awarded Contractor to maintain an active registration in COMMBUYS and to keep current the email address of the Bidder’s contact person and prospective contract manager, if awarded a contract, and to monitor that email inbox for communications from the Purchasing Department, including requests for clarification. The Purchasing Department and the Commonwealth assume no responsibility if a prospective Bidder’s/awarded Contractor’s designated email address is not current, or if technical problems, including those with the prospective Bidder’s/awarded Contractor’s computer, network or internet service provider (ISP) cause email communications sent to/from the prospective Bidder/Awarded contractor and the Purchasing Department to be lost or rejected by any means including email or spam filtering.

# Renewal Amendment Deadline

The Purchasing Department reserves the right to make amendments to the Renewal after initial publication. It is each Bidder’s responsibility to check COMMBUYS for any amendments, addenda or modifications to this Bid, and any Bid Q&A records related to this Bid. The Purchasing Department and the Commonwealth accept no responsibility and will provide no accommodation to Bidders who submit a Quote based on an out-of-date Bid or on information received from a source other than COMMBUYS.

# Estimated Contract Start Date

**July 1, 2017 is the approximate start date. The actual start date will be the Contract Effective Date which is the date the Contract is executed by the parties.**

# Additional Information

The following Appendices are for reference only; they do NOT need to be filled out by the Respondent or included in any response submitted.

* **Appendix A:** FY 2018 Educator and Provider Support Online Application Instructions
* **Appendix B:** FY 2018 Educator and Provider Support Budget Guidelines
* **Appendix C:** Grant Payment Terms, Grant Expenditures, Termination, Recoupment of Funds, and Relevant Law
* **Appendix D:** FY 2018 Educator and Provider Support Eligibility Amounts
* **Appendix E**: Building Early Childhood Foundational Knowledge
* **Appendix F-1:** Demographic Information Regarding Cities and Towns in Massachusetts
* **Appendix F-2:** Demographic Information Regarding Cities and Towns in Massachusetts
* **Appendix F-3:** Data Source Information
* **Appendix G:** Qualifications for Instructors, Consultants, Trainers, Coaches, and Mentors
* **Appendix H:** Grant Roles and Responsibilities

***EEC reserves the right to adjust the timeframe laid out above. It is the responsibility of the applicant to keep up to date on changes to this Grant Application by checking the EEC Website.***

***NOTE: EEC will disqualify any incomplete or late grant applications from consideration/review. Incomplete applications or applications received after the deadline will not be reviewed or considered for funding. Grant Applications will be considered incomplete if any of the sections of the hard copies and online copies are not received by the submission deadline. EEC reserves the right to review and/or fund an application submitted after the deadline where an emergency situation caused or contributed to the late submission.***

***EEC reserves the right to request additional information regarding any responses/applications received. EEC shall have the right to specify the amount of time for submission of such additional information. EEC shall have the right to disqualify responses where such information is not submitted within the timeframe specified by EEC****.* ***EEC shall have sole discretion in determining whether or not to provide an opportunity for a non-successful grant applicant to request a debriefing regarding their grant application.  EEC may limit the time period for debriefing requests to be submitted, the number of debriefings granted, and the manner in which debriefings will be conducted (by telephone, e-mail, and/or in-person).  In general, a debriefing involves providing an applicant with a copy of the scorecard and accompanying comments created by the evaluation team that reviewed their grant application, along with a brief discussion around those comments and scores.  A debriefing shall not include any comparisons between grant applications.  If debriefings will be permitted for a specific grant, EEC will include such information along with the grant award(s) notification.***

1. For the purposes of this procurement the term "provider" refers to early education and care and out-of-school time programs in EEC's mixed delivery system including center-based, family child care, public and private preschools, Head Start, and out-of-school time/after school programs. For the purpose of this procurement the terms “provider” and “program” will be used interchangeable when referencing early education and out-of-school time programs. [↑](#footnote-ref-1)
2. Early Childhood Education Professional Development: Training and Technical Assistance Guide, 2011; Retrieved from: [www.naeyc.org/GlossaryTraining\_TA.pdf](http://www.naeyc.org/GlossaryTraining_TA.pdf) [↑](#footnote-ref-2)
3. For the purposes of this procurement individuals providing technical assistance, coaching, or consultation services will be referred to as coaches. [↑](#footnote-ref-3)
4. CEUs must be awarded through an approved CEU granting entity. In accordance with the MA Department of Elementary and Secondary Education’s (DESE) Guidelines for Professional Development Providers, a formula has been established by DESE to convert those credits into PDPs; one CEU is the equivalent to ten PDPs. [↑](#footnote-ref-4)