

REQUEST FOR PROPOSALS (RFP)
Integrated High School Equivalency and Priority Occupations Training
AccelerateMS
Proposal Due Date: June 27, 2025

I. Purpose

Mississippi's Office of Workforce Development, called AccelerateMS, solicits proposals from eligible entities to implement outcomes-driven Basic Skills Training Programs that prepare individuals for high school equivalency (HSE) attainment while providing concurrent training aligned with the state's priority industry sectors and occupations.

This initiative is a key component of the state's effort to improve labor force participation and ensure more adults achieve economic mobility through high-value education and employment pathways. To ensure effective use of resources and maximize impact, Basic Skills funding will be allocated exclusively to eligible entities that have immediate access to training through either an internal program or an external training provider. This requirement aligns with our commitment to workforce development by ensuring participants strengthen foundational educational skills in tandem with workforce training. It also ensures that funded providers play an active role in equipping individuals for long-term success in both education and employment. Applicants must demonstrate the capacity to deliver approved training programs in order to qualify for funding support. This approach prioritizes accessibility to skill-building opportunities and reinforces our mission to equip individuals with the essential competencies needed for employment and career growth.

II. Objectives

- Ensure that at least 50% of adult education participants are co-enrolled in workforce training or postsecondary education programs each year through supported initiatives.
- Improve foundational literacy, numeracy, and digital skills.
- Integrate high-value occupational training with basic education instruction.
- Participants will develop the skills needed to secure employment in high-demand fields or enroll in postsecondary education programs that lead to priority occupations.
- Foster partnerships with employers to support high-value training and hiring pipelines
- Aligning to GED®, HiSET®, and college and career readiness frameworks

III. Eligible Applicants

Eligible applicants include but are not limited to the following entities. Applicants **MUST** have training co-located with the adult education programs:

- Mississippi Community Colleges or the organizing board
- Adult education providers

- Workforce development boards
- Nonprofit training organizations with a verifiable history of serving this population
- Local education agencies (LEAs) in partnership with workforce providers

IV. Target Population

- Adults (16+) without a high school diploma or recognized equivalent
- Individuals functioning below 12th-grade level in reading, writing, or mathematics
- Unemployed or underemployed individuals, including those in rural and high-poverty areas

V. Required Program Elements & Quantifiable Metrics

Each proposal must address the following and include clear, measurable outcomes:

- High School Equivalency Preparation
 - Minimum enrollment of participants per program cohort
 - Minimum 40% HSE attainment rate by the end of the program period
- Contextualized Skills Training
 - The entity must provide access to training or education opportunities (internally or externally through the identified training provider) in at least two high-demand occupations from the state's Priority Occupations List that are relevant to the needs of the target population being served. See link for priority occupation list <https://mspathfinder.org/>
 - Minimum of 50% of participants must complete occupational training leading to priority occupation
 - Include at least one training option that is stackable or aligned with postsecondary pathways
- Workforce Readiness and Employment Transition
 - Minimum 75% of completers must demonstrate workforce readiness (e.g., resume, interview prep, soft skills rubric)
 - At least 50% of completers should be placed in high-value employment or postsecondary education within 90 days of program exit and progress tracked within 1 year of exit
 - Report outcomes disaggregated by race, age, gender, and geographic region
 - Employer and Community Partnerships
 - Proposals must document at least two employer partnerships per training program proposed, outlining employer involvement in curriculum development, site visits, or hiring opportunities
 - Demonstrate how partnerships will contribute to work-based learning or on-the-job training

VI. Budget & Funding

- Total funding available: \$2M
- Funding period: July 1, 2025 – June 30, 2026
- Provide a budget with unit costs per activity, per site [instructor wages and benefits (includes FICA, Medicare, Worker’s Comp. and retirement), NCRC tests (includes one re-test per student)].

VII. Proposal Format

Proposals must include the following sections:

(See appendix A)

- Executive Summary
- Organizational Capacity & Past Performance (include historical outcomes)
- Program Design with Metrics and Outcomes
- Community & Employer Partnerships
- Budget and Narrative
- Data Reporting & Continuous Improvement Plan

VIII. Evaluation Criteria

Criteria	Points
Alignment with HSE and workforce goals	20
Program Design and Implementation Plan	20
Quantifiable Metrics and Outcomes	20
Organizational Capacity	15
Budget & Cost Efficiency	10
Employer & Community Engagement	10
Innovation Considerations	5
Total	100

IX. Performance Reporting & Accountability

Awardees will be required to submit quarterly reports that include:

(See Appendix B)

- Program Summary Report that includes enrollment and outcomes
- Postsecondary Education & Training Report
- Budget expenditures
- Quarterly narrative updates sharing innovative practices, challenges encountered, and the solutions implemented to address them.

Required Attachments:

Subgrantee Agreements (signed) each including the following:

- Partner MOU-The MOU must delineate the roles, responsibilities, and contributions of each partner to ensure effective collaboration and project implementation.
- Past Effectiveness Chart (see below) Applicants must provide verifiable data demonstrating past effectiveness rates in High School Equivalency (HSE) completion. Please refer to the chart below for required documentation.

Past Effectiveness Chart:

	Number of Students Served	Number of Students who Earned HSE	% of Students Served who Attained HSE
PY 22-23			
PY 23-24			

X. Submission Instructions

Submit proposals via email to grants@acceleratems.org email by 5PM Central on June 27, 2025. Include “Basic Skills RFP – [Your Organization]” in the subject line. Late or incomplete proposals will not be considered. If you have any questions, please email grants@acceleratems.org.



Appendix A

The Office of Workforce Development (Accelerate MS) Basic Skills RFP Application

Applicants **must** submit this Basic Skills RFP Application to AccelerateMS.

A. General Information	
Applicant:	
Date of Request:	
Point of Contact Name:	
Point of Contact Phone #:	
Point of Contact Email:	

X

Applicant Authorized Signature

Date

Accelerate MS APPLICATION PROCEDURES

INSTRUCTIONS FOR COMPLETING AN AccelerateMS Basic Skills Application

The applicant must complete all sections – Tab A & B – and all applicable tabs of the AccelerateMS Application and submit a signed original request before AccelerateMS can take action.

Executive Summary

Purpose, background, objectives of the program, timeline of project

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The Office of Workforce Development (Accelerate MS) 2025 - 2026 Basic Skills Quarterly Report

Training Provider:	
Program Name:	
Location of Training:	
Quarter Ending:	

Enrollment:	
Total Students	
Total Exited	

Participant Outcomes:	
HSE Attainment	
Entered Employment	
Enrolled in Postsecondary / Training	
Priority Credentials Attained	

≥1 subtest, not all completed) Number of students who have attempted the High School Equivalency (HSE) exam and have successfully passed at least one subtest but have not yet completed all required sections.	
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<p>Quarterly narrative to include updates sharing innovative practices, challenges encountered, and the solutions implemented to address them, student success stories a, and highlights of innovative and effective practices in the program.</p>



Basic Skills Quarterly Report

Training Provider:	
Quarter Ending:	

Budget

Budget Category	Current Budget	Reimbursed to Date	Remaining Balance
	<i>The current budget should reflect the budget as it appears in GranTrak</i>	<i>The total amounts reimbursed to date should match the amounts that appear on GranTrak</i>	<i>The remaining balance to date should match the amounts that appear on GranTrak</i>
Personnel (Salary)	\$ -	\$ -	\$ -
Fringe Benefits (FICA, Medicare, Retirement and Workers' Comp. only)	\$ -	\$ -	\$ -
NCRCT Testing	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ -	\$ -

Postsecondary Education & Training Report

[illegible]