

**State of Maine**  
**Master Score Sheet**

RFP# 202307161					
Teacher Apprenticeship Pilot Program					
Bidder Name:		North Haven Community School	MSAD 1 / RSU 79	Regional School Unit 19	University of New England
Proposed Cost:		<b>\$77,200</b>	<b>\$75,000</b>	<b>\$240,000</b>	<b>\$95,500</b>
Scoring Sections	Points Available				
Section I: Eligibility	Pass/Fail	Pass	Pass	Pass	Pass
Section II: Applicant Experience	10	6	8	8	7
Section III: Program design	30	16	30	17	13
Section IV: Equity	15	10	12	15	6
Section V. Sustainability	15	10	13	8	6
Section VI. Budget & Budget Narrative	20	15	12	5	14
Section VII. Partnerships Table	10	7	5	8	4
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>64</u></b>	<b><u>80</u></b>	<b><u>61</u></b>	<b><u>50</u></b>

**RFP# 202307161**

**Teacher Apprenticeship Pilot Program**

<b>Bidder Name:</b>		Brunswick School Department	University of Southern Maine	Southern Maine Community College	RSU 34
<b>Proposed Cost:</b>		<b>\$105,000</b>	<b>\$162,000</b>	<b>\$270,000</b>	<b>\$249,000</b>
<b>Scoring Sections</b>	<b>Points Available</b>				
Section I: Eligibility	Pass/Fail	Pass	Pass	Pass	Pass
Section II: Applicant Experience	10	8	9	8	8
Section III: Program design	30	23	29	25	28
Section IV: Equity	15	13	13	7	13.5
Section V. Sustainability	15	13	13	6	12
Section VI. Budget & Budget Narrative	20	13	15.5	10	15
Section VII. Partnerships Table	10	7	8	8	10
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>77</u></b>	<b><u>87.5</u></b>	<b><u>64</u></b>	<b><u>86.5</u></b>

**RFP# 202307161**

**Teacher Apprenticeship Pilot Program**

<b>Bidder Name:</b>		Sanford Schools	University of Maine Farmington	Portland Public Schools	MSAD 52
<b>Proposed Cost:</b>		<b>\$107,00</b>	<b>\$144,000</b>	<b>\$252,000</b>	<b>Not provided</b>
<b>Scoring Sections</b>	<b>Points Available</b>				
Section I: Eligibility	Pass/Fail	Pass	Pass	Pass	Pass
Section II: Applicant Experience	10	7	8	7	7
Section III: Program design	30	14	28	15	14
Section IV: Equity	15	8	15	13	11
Section V. Sustainability	15	6	13	14	12
Section VI. Budget & Budget Narrative	20	14	17	16	0
Section VII. Partnerships Table	10	5	8	10	0
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>54</u></b>	<b><u>89</u></b>	<b><u>75</u></b>	<b><u>44</u></b>

<b>Bidder Name:</b>		Central Western Maine Workforce Development Board	Andover Public Schools	Portland Adult Education	
<b>Proposed Cost:</b>		<b>\$150,000</b>	<b>\$41,236</b>	<b>\$252,000</b>	
<b>Scoring Sections</b>	<b>Points Available</b>				
Section I: Eligibility	Pass/Fail	Pass	Pass	Pass	
Section II: Applicant Experience	10	8	7	8	
Section III: Program design	30	12	10	15	
Section IV: Equity	15	12	6	14	
Section V. Sustainability	15	14	10	7	
Section VI. Budget & Budget Narrative	20	14	5	12	
Section VII. Partnerships Table	10	7	4	9	
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>67</u></b>	<b><u>42</u></b>	<b><u>65</u></b>	



**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Shaun Johnson, PhD  
North Haven Community School  
93 Pulpit Harbor Road  
North Haven, ME 04853

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Dr. Shaun Johnson,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

- University of Maine Farmington
- University of Southern Maine
- RSU #34
- MSAD 1 / RSU #79
- Brunswick School Department
- Portland Public Schools

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the RFA, the Notice of Conditional Contract Award is subject to execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the Department and the apparent successful vendor. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions acceptable to the Department is executed. The Department further reserves the right to cancel this Notice of Conditional Contract Award at any time prior to the execution of a written contract.

As stated in the RFA, following announcement of this award decision, all submissions in response to the RFA are considered public records available for public inspection pursuant to

the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

This award decision is conditioned upon final approval by the State Procurement Review Committee and the successful negotiation of a contract. A Statement of Appeal Rights has been provided with this letter; see below.

Thank you for your interest in doing business with the State of Maine.

Sincerely,



11/9/23

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Signature

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Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

Any person aggrieved by an award decision may request an appeal hearing. The request must be made to the Director of the Bureau of General Services, in writing, within 15 days of notification of the contract award as provided in 5 M.R.S. § 1825-E (2) and the Rules of the Department of Administrative and Financial Services, Bureau of General Services, Division of Purchases, Chapter 120, § (2) (2).



**STATE OF MAINE  
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**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Ben Greenlaw  
MSAD #1 / RSU 79  
79 Blake Street, Suite 1  
Presque Isle, ME 04769

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Superintendent Greenlaw,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



Signature

\_\_\_\_\_11/9/23\_\_\_\_\_
Date

Kimberly Smith, Deputy Commissioner
Maine Department of Labor
54 State House Station
Augusta, Maine 04333-0054
Office: (207) 621-5096

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**STATE OF MAINE  
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Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Mike Hammer  
Regional School Unit 19  
266 Williams Road  
Newport, ME 04953

**SUBJECT: Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program**

Dear Superintendent Hammer,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



\_\_\_\_\_  
Signature

\_\_\_\_\_  
11/9/23

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Nicholas Gere  
University of New England  
11 Hills Beach Road  
Biddeford, ME 0005

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Nicholas Gere,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



11/9/23

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Signature

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Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

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Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Phillip J. Potenziano  
Brunswick School Department  
46 Federal Street  
Brunswick, ME 04011

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Superintendent Potenziano,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Sincerely,



11/9/23

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Signature

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Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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**Janet T. Mills  
Governor**

November 9, 2023

Walter Kimball  
University of Southern Maine  
Bailey Hall, 37 College Avenue  
Gorham, ME 04038

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Professor Kimball,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Smith", is written over a horizontal line.

11/9/23

Signature

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Leanne Condon  
Andover School Department  
85 Pine Street  
Andover, ME 04216

**SUBJECT: Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program**

Dear Superintendent Condon,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



\_\_\_\_\_  
Signature

\_\_\_\_\_  
11/9/23  
Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096



## **STATEMENT OF APPEAL RIGHTS**

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**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Matthew Goodman  
Southern Maine Community College  
2 Fort Road  
South Portland, ME 04106

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Matthew Goodman,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K. Smith', written over a horizontal line.

11/9/23

Signature

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Dr. Jon Doty  
Regional School Unit #34  
156 Oak Street  
Old town, ME 04468

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Dr. Jon Doty,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



11/9/23

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Signature

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Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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Commissioners**

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Governor**

November 9, 2023

Matt Nelson  
Sanford School Department  
917 Maine Street Suite 200  
Sanford, ME 04073

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Superintendent Nelson,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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This award decision is conditioned upon final approval by the State Procurement Review Committee and the successful negotiation of a contract. A Statement of Appeal Rights has been provided with this letter; see below.

Thank you for your interest in doing business with the State of Maine.

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Smith", written over a horizontal line.

11/9/23

Signature

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

Any person aggrieved by an award decision may request an appeal hearing. The request must be made to the Director of the Bureau of General Services, in writing, within 15 days of notification of the contract award as provided in 5 M.R.S. § 1825-E (2) and the Rules of the Department of Administrative and Financial Services, Bureau of General Services, Division of Purchases, Chapter 120, § (2) (2).



**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Dr. Patricia Williams  
University of Maine Farmington  
186 High Street  
Farmington, ME 04938

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Dr. Williams,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

- University of Maine Farmington
- University of Southern Maine
- RSU #34
- MSAD 1 / RSU #79
- Brunswick School Department
- Portland Public Schools

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the RFA, the Notice of Conditional Contract Award is subject to execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the Department and the apparent successful vendor. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions acceptable to the Department is executed. The Department further reserves the right to cancel this Notice of Conditional Contract Award at any time prior to the execution of a written contract.

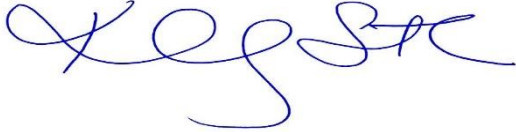
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11/9/23

Signature

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

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**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Dr. Robert Bryan Brito  
MSAD 52 Adult Education  
486 Turner Center Rd  
Turner, ME 04282

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Dr. Brito,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,



11/9/23

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Signature

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Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

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**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Julia Hazel  
Portland Public Schools  
353 Cumberland Ave  
Portland, ME 04101

**SUBJECT: Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program**

Dear Julia Hazel,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Thank you for your interest in doing business with the State of Maine.

Sincerely,

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Date 11/9/23

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

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**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Bridget Kahn  
Portland Adult Education  
14 Locust Street  
Portland, ME 04102

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Bridget Kahn,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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Sincerely,

A handwritten signature in blue ink, appearing to read 'K. Smith', written over a horizontal line.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
11/9/23

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096

## **STATEMENT OF APPEAL RIGHTS**

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**STATE OF MAINE  
DEPARTMENTS OF LABOR AND  
EDUCATION**

**Laura Fortman and Pender Makin  
Commissioners**

**Janet T. Mills  
Governor**

November 9, 2023

Erin Benson  
Central Western Maine Workforce Development Board  
87 Winthrop St, Suite 400  
Augusta, ME 04330

**SUBJECT:** Notice of Conditional Contract Awards under RFA # 202307161,  
Teacher Apprenticeship Pilot Program

Dear Erin Benson,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Departments of Labor and Education for Teacher Apprenticeship Pilot Program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award(s) to the following bidder(s):

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- University of Southern Maine
- RSU #34
- MSAD 1 / RSU #79
- Brunswick School Department
- Portland Public Schools

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Sincerely,

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11/9/23

Signature

Date

Kimberly Smith, Deputy Commissioner  
Maine Department of Labor  
54 State House Station  
Augusta, Maine 04333-0054  
Office: (207) 621-5096



## **STATEMENT OF APPEAL RIGHTS**

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**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** North Haven Community School  
**DATE:** October 6, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>6</b>
Section III. Program Design	<b>30</b>	<b>16</b>
Section IV. Equity	<b>15</b>	<b>10</b>
Section V. Sustainability	<b>15</b>	<b>10</b>
Section VI. Cost Proposal	<b>20</b>	<b>15</b>
Section VII. Partnerships	<b>10</b>	<b>7</b>
<u>Total Points</u>	<u>100</u>	<u>64</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>6</b>

**Evaluation Team Comments:**

Applicant experience

- A former professor of elementary education at a major four-year public university in the state of Maryland, where he supervised and mentored cohorts of student teachers
- Quasi pre apprenticeship program in place w/ early childhood though no formal registered apprenticeship experience
- Mention of having in place ready made potential apprentices w/ seasonal workforce and experience in trying to recruit this community
- Didn't mention fiscal experience or previous grant management though did discussed current process of pursuing accreditation to speak to admin capabilities
- Existing community partnerships and higher ed partnerships but nothing that led to letter of support and no clear detail on to indicate that partnerships were already solidified
- Missing cover page and debarment appendices

**EVALUATION OF SECTION III: Program design**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>16</b>

**Evaluation Team Comments:**

Program design

- Leveraging model aimed at those with Bachelor’s degrees—focusing on Ed Tech III to teachers
- Clear description of need for this program due to lack of training, PD and special ed resources as an rural island community with talent challenges due to housing & transportation barriers
- Training will be hybrid---good flexibility for adult learners
- Mention of specific coursework to be included in classroom training—though does not appear that a classroom training higher ed partner is identified for registered apprenticeship (several mentioned, though unclear which is the provider)
- On the job learning mentioned via teaching portfolios
- Did not discuss competency-based credit earned through OJT; unclear if that’s the 6-9 credits mentioned or something else
- For pre-apprenticeship: Waterman Community Center to partner on early childhood pathway and anticipated CMCC partner (but no clear commitment from classroom training provider)
- Mention of conditional certification but no clear pathway to certification
- Capacity constraints of staff to manage this program while going through accreditation process is potential concern
- Housing will continue to be a barrier for potential workers but they do have plans to support housing for on-site staff / locals vs recruiting folks off island
- Need more detail on bundled programming—credits needed will depend on college degree of participants & certification status though mention of only earning 6-9 credits during the 9 month, which lacks clarity on how industry credential would be attained
- Also mention of funding to serve students with disabilities—but need more information on what this is & how it connects to proposed program design

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	10

### **Evaluation Team Comments:**

- Plan is to target community members--Goal is 4 people of color, 4 multilingual, all are rural
- Discussed that climate change will impact employment opportunities in our community and this provides a new career pathway
- Discussed that transportation and childcare would be provided to support apprentices & pre-apprentices
- Mention of DOE mentorship programs though no clear plan to deliver apprentice mentorship specifically or who would be selected (all current mentors? All grade level teachers? Unclear)
- Mentors will receive stipends
- Community support and partnerships leaned on heavily though unclear if they are in concept or in place today—e.g., mention that all workers would get access to childcare though lacked detail on if that agreement is in place

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	10

### **Evaluation Team Comments:**

#### Sustainability

- Would seek funds from local foundation and town administration to sustain program—unsure how much they receive today from these entities
- Indicated adult ed funds from town would be applied but unsure on details
- Strong community support for school—place based approach is strong
- Mention of risks including housing and teacher turnover

**EVALUATION OF SECTION VI: Budget & Budget Narrative**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	15

**Evaluation Team Comments:**

Budget

- \$77,200 total request
- Right at the \$6000 per individual served threshold
- Most of budget is on training—looking to subsidize tuition through grant
- Marketing seems high
- Questions on personnel budget—is this *adjunct* support *from* or *for* university partner? If so, which university partner and what is their role?
- Leveraged funds was \$20,000—positive
- Transportation could be supportive services but in separate travel line—unsure if for apprentices or staff?
- Details are included in line item budget; no full budget narrative included

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	10	7

**Evaluation Team Comments:**

Partnerships

- Lots of community partners listed for recruitment & guidance and funding
- Where does UMaine fit? Mentioned in proposal but not table
- Workforce development partner listed is the town—potentially intended to be adult education though not clear
- No letters of support

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** MSAD 1 / RSU 79  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>30</b>
Section IV. Equity	<b>15</b>	<b>12</b>
Section V. Sustainability	<b>15</b>	<b>13</b>
Section VI. Cost Proposal	<b>20</b>	<b>12</b>
Section VII. Partnerships	<b>10</b>	<b>5</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>80</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Long standing relationship w/ UMPI and partnership with CACE that offered work based experiences for UMPI students
- Grant management experience for state & federal funds
- UMPI is key partner & CACE
- Strong 2 year mentorship program already in place w/ district
- No experience w/ apprenticeship
- Included cover page and debarment appendices



## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>30</b>

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### Evaluation Team Comments:

#### Program design

- Pathway proposed to ed tech I, II, III and certified teacher
- Focus on adult, rural learners—total reach 12 apprentices
- Focus on special ed, math & ELL teachers
- Classroom training by UMPI, Your Pace remote online program & offer 31 credits through OJL
- Propose LMS to track classroom training and OJL
- Use apprenticeship to solidify career pathway from ed tech I to teach—model after Gorham model
- Employ apprenticeship navigator and become an intermediary sponsor for other towns
- Combining UMPI classes & local district training support to be flexible based on apprentice needs
- Offers flexibility for working adults w/ remote & online options
- Build on current partnerships & programs but helps to expand & formalize thru apprenticeship model
- Realistic expectations—noted that next step could be high school learners w/ CTE and dual enrollment for early childhood

**EVALUATION OF SECTION IV: Equity**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	12

**Evaluation Team Comments:**

- Target audience is rural community—first gen college students & lower income individuals to build education workforce
- CACE is positive partner—looking at impact across the county
- Mentioned collaboration among school districts—would like more detail on this
- Partner w/ ACAP & rec center and regional transportation—address wraparounds with partners
- Employ apprenticeship navigator to monitor apprentice progress and needs
- Listening sessions to gather feedback from apprentices
- Teachers and ed tech 3 as mentors—ratio no more than 2:1
- Apprentice mentors will be selected based on environment
- Mentor training to include annual mentor bootcamp
- Questions on DEIA metrics—number of people of color, multilingual learners and individuals with disabilities all listed as “unknown” though one focus of the intended program is ESOL teachers
- Lack of focus on immigrant or BIPOC community partner—seems missing if focus on ELL teachers

**EVALUATION OF SECTION V: Sustainability**

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	13

**Evaluation Team Comments:**

Sustainability

- Districts funds 2-4 courses each year for PD, already in budgets
- Would apply for other grants—discussed entitlement funds (title II) to support PD and mentor programs
- Existing systems & partnerships in place are strong—this program will help strengthen
- May be able to leverage CACE funds to sustain
- May be a gap if not a strong partner w/ NMCC or MCCS; unable to leverage free community college

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	12

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### Evaluation Team Comments:

#### Budget

- Mostly looking to cover classroom training
- Exceeded the \$6,000 per apprentice limit by a bit—need a little more detail on why
- Didn't include any admin costs in 2<sup>nd</sup> year
- Where is the budget for the mentioned apprenticeship navigator?
- No budget narrative
- Some leveraged funds contributed

## EVALUATION OF SECTION VII: Partnerships Table

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	10	5

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### Evaluation Team Comments:

#### Partnerships

- Didn't note all partner types
- Note UMPI is already competency based
- Some partners were mentioned in the narrative though not in table
- Letter of support from CACE & UMPI
- Missing partners from CBO, education industry assn, and workforce intermediary

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** Regional School Unit 19  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>17</b>
Section IV. Equity	<b>15</b>	<b>15</b>
Section V. Sustainability	<b>15</b>	<b>8</b>
Section VI. Cost Proposal	<b>20</b>	<b>5</b>
Section VII. Partnerships	<b>10</b>	<b>8</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>61</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Current partnerships with higher ed providers such as UMF and Tri County Technical College
- Currently providing BHP training to ed techs
- On staff grant coordinators & special ed admin would oversee grant management
- District goal is to promote career advancement of teachers
- Existing pre-apprenticeship program with Newport High School
- Existing partnership w/ NAACP and two local churches who support refugees
- Cover page and debarment page included

**EVALUATION OF SECTION III: Program design**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>17</b>

**Evaluation Team Comments:**

Program design

- Clearly demonstrated need--14-20% unfilled positions each year, 70% who are employed went to school
- earn while you learn positive—barrier for staff now is payment for courses
- district will provide transportation
- will time be paid time to attend after work classes?
- No clear plan of how credit will be awarded for competency on the job
- Classroom training by UMF, online and remote and in person w/ transportation provided by district
- Checked boxes for adult learner pathway and high school pathway but no plan for high school learners included
- Plan to serve 15 apprentices and 5 pre-apprentices, no plan for pre-apprenticeship program included

**EVALUATION OF SECTION IV: Equity**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	15

**Evaluation Team Comments:**

- Target communities—people with disabilities, immigrant & refugees
- Partner with NAACP and local churches who support refugees
- Partner w/ McKinney Vento staff
- Transportation services to apprentices
- Free PD for mentors
- Solid DEIA plan—recruitment, feedback mechanisms, accountability
- Existing partnerships will support other clothing/childcare needs

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	8

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### Evaluation Team Comments:

#### Sustainability

- Training new apprentices to become mentors
- Didn't discuss other leveraged funds
- Funds will help to solidify and strengthen UMF partnership
- Supportive services, mentor training & diversity plan—funds will cover these

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	5

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### Evaluation Team Comments:

#### Budget

- 240,000 total
- Cost per trainee on threshold of \$6000 - \$12,000 total exceeds limit by double
- No leverage or in kind, or match
- No budget narrative
- Unsure what the \$78,000 is for personnel as no detail is provided
- Travel may be for supportive services, and if so exceeds 5% allocation for supportive services

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Partnerships

- Complete list—lots of types of partners listed with clear description of roles included
- Some partners included in table but not narrative such as higher ed partners (KVCC)
- No letters of support included



**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** University of New England

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>• Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>
Section III. Program Design	<b>30</b>	<b>13</b>
Section IV. Equity	<b>15</b>	<b>6</b>
Section V. Sustainability	<b>15</b>	<b>6</b>
Section VI. Cost Proposal	<b>20</b>	<b>14</b>
Section VII. Partnerships	<b>10</b>	<b>4</b>
<u>Total Points</u>	<u>100</u>	<u>50</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an accredited higher institution
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Applicant experience

- Existing partnerships with SAUs
- No mentioned experience with apprenticeship
- Summer camp recruitment for HS students, education targeted—weeklong
- Approved EPP for decades
- Produce about 20 teachers per year
- Mention of current higher ed grant they are managing though lacked detail on depth of state/govt grant management experience
- Cover page and debarment included

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	13

### Evaluation Team Comments:

#### Program design

- Students will receive college credit for work in summer but unclear for which courses or competencies—attempt to give competency based credit though lacked detail or plan
- Mention of 3 college credits is unclear if these are credits awarded for demonstrated competency or as form of incentive to be applied to future coursework
- Classroom training is vague—mention of working as academic tutors though lacks detail on exact skills, competencies that will be taught to the pre-apprentices
- What industry credentials will pre-apprentices earn?
- Mention of pre-apprentices vs fellow though unclear what fellow is and how its different from their current programming
- Where does the program go from here in terms of pathway to registered apprenticeship (this is a required feature of certified pre-apprenticeship)
- Who is the proposed sponsor for this program?

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	6

### Evaluation Team Comments:

- Recruit pre-apprentices from those who complete future teachers from Maine—intentional recruitment goal of under-represented
- Transportation reimbursement for individuals home—but unsure if that really meets the holistic need (e.g., do students have transportation means to begin with)
- No numbers in metrics about communities
- No specifics beyond transportation in terms of supportive services—unclear how they will be assessed for or met

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	6

### Evaluation Team Comments:

#### Sustainability

- Mention of students ability to take advantage of free community college and federal grants to help fund their participation
- Strengthen relationships with Cumberland and York County but only identify Biddeford as site
- Vague mention of applying for continued funding to sustain the program but lacks detail on from whom and how
- Mention of risk as student financial ability to go to college—though no mitigation tactics mentioned

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	14

### Evaluation Team Comments:

#### Budget

- Total request: 97,500
- Less than 5,000 per trainee
- Cost seems high for a short-term, 4 week training program
- Majority of funds are for participants—stipends, credits and transportation
- Apprentice wages are not allowable with grant—majority funds for budget are on stipends which do not seem need-based
- If included stipend in support services—would exceed 5%
- Low personnel costs for instructor, PI and director
- No leveraged funds
- Full budget narrative is included

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>4</b>

**Evaluation Team Comments:**

Partnerships

- Missing several partners—only listed Biddeford School Dept & UNE
- Letter of Support from Biddeford School District

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** Brunswick School Department  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>23</b>
Section IV. Equity	<b>15</b>	<b>13</b>
Section V. Sustainability	<b>15</b>	<b>13</b>
Section VI. Cost Proposal	<b>20</b>	<b>13</b>
Section VII. Partnerships	<b>10</b>	<b>7</b>
<u>Total Points</u>	<u>100</u>	<u>77</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Will build on Gorham program
- Indicated business office manages grants
- Experience collaborating with Bowdoin, Greater Sebago Ed Alliance—strong partnerships
- Area of focus is multilingual learners and demonstrates need
- Includes cover page & debarment

### EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	23

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#### Evaluation Team Comments:

##### Program design

- Send 12 apprentices to participate with Gorham program
- Trying to fill 8 ed tech and 3 special ed vacancies—demonstrated need
- Partner w/ Gorham and Greater Sebago Ed Alliance
- Fits with strategic plan for recruitment & retention and staff diversity
- Start date will begin in Jan 2024—quick turnaround
- Travel support and on-site classes—will SMCC campus be utilized?
- Focus occupations—special ed teacher & multilingual learner teacher
- Focus on moving Ed Tech I's up the career ladder
- Mention of phase II—looking ahead if folks want to move up to teacher
- Proven model but no clear letter of support from Gorham or buy in from Gorham to help deliver program, which is cornerstone of this proposal
- Were not as explicit on classroom training, OJT in terms of actual courses, credits, competency based—other than pointing to leveraging Gorham model
- Travel to Gorham may be a barrier for students—long distance

### EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	13

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#### Evaluation Team Comments:

- Target audience—people who have not earned higher than Ed Tech 1, New Mainers and people of color
- DEIB included in strategic plan—this embeds some accountability
- Reflecting the change that's in their community is a priority for them
- Will survey each apprentice to assess for barriers
- Partner to provide childcare & transportation
- Proposed that half of all apprentices will be multilingual
- Proposing they will work with almost half new hires



## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	13

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### Evaluation Team Comments:

#### Sustainability

- Leverage vacant ed tech salary line to fund
- Sustain mentor stipends in local budget
- Leverage free community college w/ SMCC—though unsure if all are eligible or if that agreement with SMCC is already in place?
- Local budget to support future coursework costs
- Confusing if they are planning to serve 18 or 12 apprentices—12 in year 1 and 6 in year?

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	13

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### Evaluation Team Comments:

#### Budget

- 105,000 total request
- No personnel costs
- No training costs the first year, and then 45k—though not specific for what
- Cost per trainee is right under 6,000 if serving 18 total apprentices (as indicated in metrics table) however, threshold per trainee is exceeded if only serving 12 apprentices—lacks clarity!
- Supportive service exceeds 5% threshold
- No budget narrative included

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Partnerships

- Several different types of partners listed, though missing workforce dev entity
- Missing New Mainer CBOs which seems to be a huge focus and missing adult ed
- MADSEC as a partner is strong
- No letters of support

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** University of Southern Maine

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>9</b>
Section III. Program Design	<b>30</b>	<b>29</b>
Section IV. Equity	<b>15</b>	<b>13</b>
Section V. Sustainability	<b>15</b>	<b>13</b>
Section VI. Cost Proposal	<b>20</b>	<b>15.5</b>
Section VII. Partnerships	<b>10</b>	<b>8</b>
<u>Total Points</u>	<b>100</b>	<b>87.5</b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>9</b>

**Evaluation Team Comments:**

Applicant experience

- Experience w/ Gorham in program development of current teacher apprenticeship program
- Research service center to manage funds & previous experience w/ grants—MEPRI also partner in grant processing
- Listed collaboration with several SAUs
- Focus in Westbrook & Calais
- Included cover page & debarment

### EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	29

#### Evaluation Team Comments:

##### Program design

- Cumberland, York & Washington counties
- 21 apprentices, 15 pre-apps total
- Focusing on ed tech and special ed in K-12
- Targeting high school and adult learner pathways
- 10 apprentices and 6 pre-apps in Washington County
- Concurrent high school and college enrollment
- Pre-apprenticeship doesn't translate to clear credential but does translate to 1-2 college courses plus clinical experience
- Pre-apps will be offered RAP in three districts
- Trying to build a scalable system for districts—building on current work and make a remote accessible to other districts
- Building pre-app into CTE with future teachers academy
- Include a program evaluator as part of grant
- Interesting that WCCC isn't mentioned as part of Calais program—they already have a teacher educator program

### EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	13

#### Evaluation Team Comments:

- Mentor recruitment will happen with existing mentor system—in planning now
- Will build on existing Westbrook & Calais DEI plans for teachers of color & rural teachers
- Concurrent enrollment for target communities
- Develop processes to survey needs
- Mentor stipend is \$1000
- Mentor training will include DEIA
- Evaluator will collect data & report on diversity goals
- No mention of community partners and low numbers of people of color and multilingual learners included in metrics sheet
- Mentor ratio is 1:1

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	13

### Evaluation Team Comments:

#### Sustainability

- Ability to scale effective model into rural communities such as Calais would be very beneficial for state
- Mention leveraging free community college—but unclear who is eligible for this
- Tuition support to transfer from USM included in budget
- Grant provides planning capacity to braid existing programs into a pre-app pathway
- ROI as a risk—based on cost of tuition and fees, will school budget sustain investment? Making case to local school boards may be challenging
- Mention of leveraging Gorham staffing approach—need more clarity on this

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	15.5

### Evaluation Team Comments:

#### Budget

- Total request: \$162,000
- Provided a budget narrative
- Training costs—0 in first year, 38k in 2<sup>nd</sup> year
- No apprentices until year 2
- \$4500 per trainee—under the \$6000 threshold
- Provided leveraged funds for staffing
- Admin cost is around 9% with program management and evaluation
- Grad student is apprenticeship navigator though unsure how sustainable this is for an important role
- Contractual includes—DEI plan, evaluation, pipeline development
- Mentor stipend at \$1000 seems appropriate to value the work needed

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Partnerships

- Established partnerships will be enhanced
- Letter of support from Gorham school district speaks to important role USM will play in scaling existing model and expanding upon it
- No CBOs listed despite focus on multilingual learners and people of color

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** Southern Maine Community College  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>25</b>
Section IV. Equity	<b>15</b>	<b>7</b>
Section V. Sustainability	<b>15</b>	<b>6</b>
Section VI. Cost Proposal	<b>20</b>	<b>10</b>
Section VII. Partnerships	<b>10</b>	<b>8</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>64</u></b>



**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an accredited higher ed institution
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Lots of registered apprenticeship experience with several different programs, including educator apprenticeship
- Lots of partners listed—including academic and workforce
- Mention of previous work with braiding and managing grant funds from state agencies with academic and workforce offices
- Identify flexible schedules and modalities
- Missing debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	25

### Evaluation Team Comments:

#### Program design

- Who is the sponsor? Unclear if SMCC is taking on this role or if SAUs are
- Listed 7 SAUs as sites for on the job learning—including three other applicants, Portland, Sanford and Brunswick
- Mention of expanded capacity to serve 75 or more trainees per year
- Classes in Portland and Brunswick—in person and online
- One weekly class idea is built for adult learners & workers—stability in scheduling is a strength
- Part time student success navigator to help apprentices connect & persist—though unsure is part time role is sufficient for high number of apprentices
- Demonstrated competency for 30 hours of credit
- Multiple on and off ramps mentioned
- Need to complete 4 more courses beyond Ed Tech II to earn associates degree—students can transfer to university to get Ed Tech III or get associates
- Taking the Ed Tech I to II from Gorham model to 7 SAUs

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	7

### Evaluation Team Comments:

- Lots of CBO partners listed—Immigrant Welcome Center, NMRC, New Mainer workforce navigator & In Her Presence to help with recruitment
- Support services through advocacy resource center and Perkins funds could be leveraged for childcare
- Looking at new hires and foreign trained professionals—but no clear plan of how this community will be supported in credential translation, language access, or other specific supports that might be needed
- Clear mentor recruitment and training plan--but stipends are on the districts with no letters of support from districts to demonstrate they can do this---will be inconsistent across districts
- DEI plan missing feedback, accountability & metrics
- Blank metrics on serving priority communities, no estimation included

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	6

### Evaluation Team Comments:

#### Sustainability

- Partnerships with university & schools will be strengthened
- Lowest tuition cost of any community college in New England—not sure how they will sustain that
- Tuition remission is through SAU partners but that’s on school districts and no clear commitment from them to do that
- Relying a lot on SAUs to pay for apprentices with no letters of support included—unclear how this model will be sustained

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	10

### Evaluation Team Comments:

#### Budget

- \$270,000 total request—this exceeds the total request maximum
- More than half on personnel—is this all for one part time navigator or other personnel? Lacking detail on this
- No leveraged or match funds
- Cost per trainee is below \$6k at \$3,500
- No budget narrative—missing details

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Partnerships

- Some partners mentioned in table though not in narrative so detail lack on exact role (e.g., Educate Maine, local workforce board, State workforce board)
- Are SAUs confirmed partners? No letters of support and reliance on these partners to pay for mentors and tuition remission

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** RSU 34  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>28</b>
Section IV. Equity	<b>15</b>	<b>13.5</b>
Section V. Sustainability	<b>15</b>	<b>12</b>
Section VI. Cost Proposal	<b>20</b>	<b>15</b>
Section VII. Partnerships	<b>10</b>	<b>10</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>86.5</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Part of Penobscot River Ed Partnership with 22 districts, EMCC, UMS and Husson
- No previous apprenticeship experience
- Informed EMCC learning facilitator model—competency based and educator accelerator program
- Staff who will be overseeing involved w/ UMA & Maine Teacher Residency
- Grant management experience listed
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	28

### Evaluation Team Comments:

- 26 pre-app and 36 apprentices
- Use apprenticeship as a way to organize existing offerings in an easy pathway
- Ed Tech III to conditional teacher to full teacher as proposed pathway
- Piloting ways to increase relevance of credits—looking at how to best educate apprentices
- Commitment to identifying assessing competency—though no clear plan yet
- Proposed pre-app pathway is strong—earning credential that will be needed at entry level, such as like CPR, first aid, and others—and would earn Ed tech I
- Metrics list one sponsor and 8 sub sponsors created—assume that RSU 34 is the sponsor and partners are sub sponsors though lacks details on exactly who
- Hire an apprenticeship navigator to support needs assessment and wraparounds
- Would launch ed prep program in CTE and leverage EMCC dual enrollment
- Pre-apprentices would be paid employment as tutors or summer staff

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	13.5

### Evaluation Team Comments:

- Mention of tribal entities—very important though unclear how tribes will play a role or benefit from program
- Connected to adult ed, CAP agency, and international recruitment at UMS to support recruitment
- Mention of local housing authority and YMCA to help with wraparounds
- Mentors compensated at \$200 or \$500, depending on role
- Mentor training plan included streamlining mentoring to build on existing training—reduce duplication
- Apprenticeship navigator will survey apprentices for feedback
- Already working w/ DEIB consultants to advance equity goals
- Performance metrics—ambitious goals, curious how this looks across districts—7 persons with disabilities, 7 BIPOC and 30 youth—which seems realistic

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	12

### Evaluation Team Comments:

- Help form articulation agreement among existing partners w/ existing tuition discount waivers
- Leverage book benefits in bargaining agreement and build on existing training for mentors
- Funds from unfilled staff roles will be used to sustain
- Risk identified about sustainability of navigator role—there is a lots of responsibility for one person who is part time

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	15

### Evaluation Team Comments:

- \$249k—nearly highest they could request
- Nearly half of their budget is for navigator—does this include benefits? Seems a bit high for a part time person
- Over 50% match with \$163,000 leveraged—in kind and services from partners
- \$4025 cost per trainee

## EVALUATION OF SECTION VII: Partnerships Table

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	10	10

### Evaluation Team Comments:

- Six letters of support including one from education association & Umaine dept of education
- Extensive list—included all partners



**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** Sanford Schools

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
• Must be an SAU, higher ed, adult ed, CTE school, education industry association.	<b>x</b>	
• No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>
Section III. Program Design	<b>30</b>	<b>14</b>
Section IV. Equity	<b>15</b>	<b>8</b>
Section V. Sustainability	<b>15</b>	<b>6</b>
Section VI. Cost Proposal	<b>20</b>	<b>14</b>
Section VII. Partnerships	<b>10</b>	<b>5</b>
<u>Total Points</u>	<u>100</u>	<u>54</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Applicant experience

- Strong connections to business community, adult ed & CTEs
- Strong learning outside classroom through work to learn, CTE, adult ed and ELO
- Not yet connected to registered apprenticeship though in exploration phase with construction pre-apprenticeship & ed tech apprenticeship
- Pattern of ed tech vacancies—demonstrated need
- Grant management will be by Sanford team though no previous state or federal grant experience mentioned
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	14

### Evaluation Team Comments:

#### Program design

- Ed tech I, II, III pathways
- Lacked detail—unclear of exact roles of each partner
- Mention of possible continuation to certified teacher but no named partner for this continued pathway
- 24 apprentices—12 in year 1 and 12 in year 2
- 9 credit hours per semester from SMCC on-site at adult ed—doesn't seem to offer training delivery flexibility or multiple modalities, though will be on-site offering convenience for learners
- Teachers supervising ed techs will become mentors
- On the job learning component is not clear—lacks detail other than mention of being employed by Sanford schools (assume Sanford is sponsor though not stated)
- Are they designing something new with SMCC or existing Gorham model?
- Didn't mention competency based credits

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	8

### Evaluation Team Comments:

- Mentor training build on to existing PD opportunities
- Mentor stipend is \$1000 per year
- Sanford adult ed has partnerships with Goodwill, Fedcap, VR,
- Adult ed would assess barriers and connect to partners
- Didn't fully name recruitment strategy—support services partners could play this role but not mentioned
- Checked that they would serve people with disabilities but no clear strategy on how to engage and support this community except mention of VR
- Metrics—didn't mention any priority communities—no rural, people with disabilities people of color, multilingual learners—all women

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	6

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### Evaluation Team Comments:

#### Sustainability

- Program will development partnership between Sanford schools and SMCC
- Use existing CBA to pay for course reimbursement and sustain via title II—though this may not be enough to sustain as specific amounts and level of certainty not provided
- No risks identified
- Section lacked detail and specifics

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	14

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### Evaluation Team Comments:

#### Budget

- Total request is \$107,000
- Cost per trainee is ~\$4500
- Leverage funds include tuition and space--\$56k
- Training costs were \$61k—may have missed opportunity to leverage tuition supports
- Personnel is for a coordinator but no detail on what they person is doing—and \$5k seems low---unsure how they will pull off this program without staff
- No budget narrative included

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>5</b>

**Evaluation Team Comments:**

Partnerships

- SMCC listed as higher ed partner
- Several blanks in partnership table—missing many org types
- One letter of support included

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** University of Maine Farmington  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>28</b>
Section IV. Equity	<b>15</b>	<b>15</b>
Section V. Sustainability	<b>15</b>	<b>13</b>
Section VI. Cost Proposal	<b>20</b>	<b>17</b>
Section VII. Partnerships	<b>10</b>	<b>8</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>89</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an accredited institution of higher ed
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- UMF is an approved EPP
- Unique that they asked for childcare educator
- Only program in the state that offers bachelors in early childhood and early childhood special ed
- Realigned to make it easier to transfer credits—committed to better collaborations
- Current staff that are advising learner support
- Site-based grant manager is currently managing a state grant—and will provide capacity for grant management
- No current/previous apprenticeship experience
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>28</b>

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### Evaluation Team Comments:

#### Program design

- Compensating faculty to design program on newly design apprenticeship & training committee
- Partners have proven track record—TEACH and Promise
- UMF would be intermediary sponsor and classroom training provider
- Satellite at SMCC—opening up options for distance learning to provide more flexibility
- Best practices in other states and programs—they've done their research
- Promise will also be sponsor—Headstart program that offers several PD courses within centers and professional coaches for apprentices & mentors
- 2000 hours OJL---industry recognized credentials earned—282, 081, bachelor's in early childhood special ed
- Looking at competency based credits—but unclear how at this point
- Apprentices as focus
- Jan-May 2024—committee will be formed and develop curriculum
- June 2024—apprenticeship begins, anticipate 24 total



## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	15

### **Evaluation Team Comments:**

- Hitting very rural parts of Maine
- Two partners---Promise and TEACH—primarily focus on low income and people of color and New Mainers
- MEIRS and New Mainers Alliance listed as partners, Community Concepts as supportive service provider
- Scholarship via TEACH also helps with supportive services
- DEIA plan also looked at Tennessee best practices
- Teacher Rising resiliency program also leveraged
- Specific supports for first gen students & New Mainers—topics included bridges out of poverty, and what it means to work in these settings—very aware of specific challenges
- Partner w/ adult ed in Spruce Mountain
- Data driven—provided data on where folks they want to recruit are and how to support
- Clear mentor training and comp plan--Offer stipends of \$1500 and microcredential for mentors
- Focus is on bachelors to get individuals to high wage (30-50% higher)  
Feedback from apprentices via surveys & focus groups

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	13

### **Evaluation Team Comments:**

#### Sustainability

- History of working effectively with named partners
- Grant funded instructor will allow UMF to learn about how this program works
- Named Pell & adult learner scholarships programs to connect apprentices with
- Looking to expand this approach to other teacher areas
- Will provide support via adult advisor navigator
- Risk in not providing enough time to get to bachelors

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	17

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### Evaluation Team Comments:

#### Budget

- Total request was \$144k—right at 6k max per trainee
- Built in capacity support for partners to help with outreach & support services AND faculty to design programs & align pathways—important to generate buy in and deliver outcomes
- Budget was clear
- No leveraged funds explicitly mentioned though did mention that current faculty will work on this
- Personnel is most costly part of the budget—as well as mentor compensation

## EVALUATION OF SECTION VII: Partnerships Table

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	10	8

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### Evaluation Team Comments:

#### Partnerships

- Partnership table is incomplete though mention of CBOs and other partners listed throughout narrative such as MEIRS
- Letters of support from 2 partners
- For partners listed— their role is very clear

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** Portland Public Schools  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
• Must be an SAU, higher ed, adult ed, CTE school, education industry association.	<b>x</b>	
• No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>
Section III. Program Design	<b>30</b>	<b>15</b>
Section IV. Equity	<b>15</b>	<b>13</b>
Section V. Sustainability	<b>15</b>	<b>14</b>
Section VI. Cost Proposal	<b>20</b>	<b>16</b>
Section VII. Partnerships	<b>10</b>	<b>10</b>
<u>Total Points</u>	<u>100</u>	<u>75</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Though this project is distinct—it is worth noting that Portland Adult Education which shares the same FEIN as Portland Public Schools did receive funding from Maine Apprenticeship Grant

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Applicant experience

- Largest and most diverse school district with 50% BIPOC students but want to improve representation among teachers—have demonstrated growth among teachers (3 to 9%) & ed techs (15 to 23%), want to keep growing
- Lessons learned from elevating educator initiative—which provides many levels of support for ed tech to become teacher, apprenticeship would bring structure and accelerate progress
- In 2021, hired Director of BIPOC Career Pathways and Leadership Development
- Mentioned of grant accountant to support admin though did not provide previous state/government grant management experience
- Builds on Portland Promise document –building on established work and established goals aligned w/ strategic plan
- Talked about strong partnerships w/ education assn, PAE, MCCS and UMS
- Lacking in apprenticeship knowledge
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>15</b>

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### Evaluation Team Comments:

#### Program design

- 42 apprentices
- Lots of course work and OJL discussion via 2000 hours aligned with ONET competencies
- Tiered approach created multiple on and off ramps—which is positive
- Mention that apprentices can participate in a single tier or through tiers as appropriate—however, most of these as standalone tiers are not apprenticeship programs.
- Tier III is a practicum—is this intended to be apprenticeship? Just the OJL component? As a standalone, unclear if this meets RTI requirement or is it supposed to be combined with Tier II? Lacks clarity.
- Also mention of Tier IV as BIPOC new teacher coaching—which seems to not be a apprenticeship, just mentorship component. Again, if combined with other tiers, may meet criteria, though unsure
- Unsure where on-the-job learning takes place—all within Portland Public Schools?
- No mention of college credit awarded for demonstrated competency or timing for each tier
- List of higher ed options but unclear who they are partnering with for what
- Mention of including incentives for recruiting for special ed which is area of high need
- Pre-apprenticeship program is in a separate proposal with PAE which will dovetail into this program

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	13

### **Evaluation Team Comments:**

- BIPOC director committed to advancing representation goal is on staff
- Staff that reflect communities in strategic plan
- Language acquisition program mentioned
- Supportive services go toward credential evaluation
- Mentors will be based on tiers—though lack detail on training, PD & mentor comp
- Partnership with PAE to recruit apprentices
- Building relationships and learning from educational partners to inform work and survey apprentices
- At least half metrics were people of color and MLL, no individuals with disabilities in metrics table

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	14

### **Evaluation Team Comments:**

#### Sustainability

- Long term partnerships including pilot elevating educator program—sustainability plan is continuing commitment via ongoing investments from budget and will seek out other grants
- Aligned with strategic plan goals which embeds accountability
- Would try to connect w/ free community college and seek out additional grants
- Called out scholarships and CareerCenter funding opps for participants
- Risk is housing and cost of transferring work documents and immigration processes overall

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	16

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### Evaluation Team Comments:

#### Budget

- \$252k which exceeds maximum request limit
- Cost per trainee is right at the limit of \$6,000 per
- Put in funding for a long term sub to cover classes while apprentices are in class—innovative idea
- Unsure about t-shirts and food as allowable expense
- Leveraged funds to include local budget funds
- \$8000 total for mentor stipends though unclear who gets what—no clear mento comp plan other than mention that these will be for the tier 3 mentors
- Clear detail was provided

## EVALUATION OF SECTION VII: Partnerships Table

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>10</b>

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### Evaluation Team Comments:

#### Partnerships

- Thorough and complete partner list with all partners filled in and clearly defined roles for each
- Included letters of support from SMCC and PAE

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** MSAD 52

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>• Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>
Section III. Program Design	<b>30</b>	<b>14</b>
Section IV. Equity	<b>15</b>	<b>11</b>
Section V. Sustainability	<b>15</b>	<b>12</b>
Section VI. Cost Proposal	<b>20</b>	<b>0</b>
Section VII. Partnerships	<b>10</b>	<b>0</b>
<u>Total Points</u>	<u>100</u>	<u>44</u>



**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an adult education provider
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Applicant experience

- Adult ed serving Turner, Leeds, Greene pretty rural
- Staff has fiscal management of grant funds
- No apprenticeship experience
- Partnership with EMDC & healthcare training and UMA as examples
- Staff member has expertise in educator prep academy in Lewiston
- Currently managing major federal and state grants
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	<b>30</b>	<b>14</b>

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### Evaluation Team Comments:

- 5 apprentices, 15 pre-apprentices
- No clear higher ed partner for classroom training
- Targeted at multilingual learners
- Varied delivery modalities—hybrid, online, remote
- Focus on supporting MLL in special ed—there was no data to demonstrate this need
- No awarded classroom credit for demonstrated competency
- Lacked clarity to demonstrate understanding of apprenticeship model & components
- Mentors will be recruited from MSAD, follow up PD and bootcamps as training but mentor compensation not identified
- Apprenticeship will be coordinated w/ college partners—though unclear if that partnership is identified
- One stated goal is to entice diverse learners to move to rural communities
- MSAD will host the OJL as SAU
- Mention of Praxis exam but this is no longer mandatory

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	11

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### **Evaluation Team Comments:**

- Working with community leaders in Lewiston to identify community needs
- Continually assess individual needs & barriers
- Included translation of transcripts and language acquisition are major investments
- Rideshare programs mentioned as wraparound
- Mentors trained through bootcamps & compensated
- Recruitment and retention of people of color, MLL and ed tech Is
- 15 people of color and 15 MLL in metrics
- Named FedCap as a partner
- Mention of family friendly schedule as individuals advance in career as component of higher quality job

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	12

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### **Evaluation Team Comments:**

#### Sustainability

- Partnerships with community college will be strengthened
- Recruitment & retention as risk
- Leverage recruitment funds to recruit candidates
- Will leverage school district funding to support workforce training

**EVALUATION OF SECTION VI: Budget & Budget Narrative**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	0

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**Evaluation Team Comments:**

Budget

- No budget provided

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	10	0

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**Evaluation Team Comments:**

Partnerships

- Not provided

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** Central Western Maine Workforce Development Board

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>12</b>
Section IV. Equity	<b>15</b>	<b>12</b>
Section V. Sustainability	<b>15</b>	<b>14</b>
Section VI. Cost Proposal	<b>20</b>	<b>14</b>
Section VII. Partnerships	<b>10</b>	<b>7</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>67</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is a local workforce board
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- CWM has strong higher ed experience and partnerships with employers, CBOs, and education partners
- Plan to replicate across region
- CWM role is to identify needs in region—224 teacher and ed techs in region as vacant—strong need
- Lewiston adult ed has apprenticeship experience & LPS has current grant and apprenticeship programs
- CWM current role oversee lots of federal and state grants; LPS also has grant management experience
- Includes debarment and cover page

## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	12

### Evaluation Team Comments:

#### Program design

- Proposal is for an apprenticeship navigator
- Focus on adult learners
- Navigator will work with multiple systems to find other ways to teacher certification
- Leverage current partnerships to provide training
- No clear connection to registered apprenticeship—will register one new sponsor
- Pilot will serve 25 trainees, 12 apprentices in year 2
- Didn't clarify what apprenticeship program they are building or connecting individuals to via navigation
- Seems like navigator is more for certification vs apprenticeship
- Current agreement with CMCC and UMF for teachers certification classes with current matriculation agreement
- Mention of longer term plans to create high school learner pathway with CTE
- Listed 25 pre-apprentices though no clear pre-apprenticeship program described

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	12

### Evaluation Team Comments:

- Identified DEI plan through LPS
- Focus on foreign trained professionals
- Didn't mention CWM's role in connecting with supportive services
- Navigator would review apprentice progress and "backfill" support services—unclear what this means
- Mentors are in place—use navigator as additional mentor capacity
- Leverage current mentor program for new teachers for mentor capacity
- Metrics—BIPOC and MLL are at least half of total served
- No clear mention of CBO partners

**EVALUATION OF SECTION V: Sustainability**

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	14

**Evaluation Team Comments:**

Sustainability

- Would help SAU and workforce system solidify partnership to enable better braiding of resources and connection between schools & workforce partners
- Mention of MCCS compact and WIOA partners
- Leverage funding from post-secondary institutions
- Allow them to look beyond traditional teacher prep models—though program seemed to be on a participant by participant basis to seek credentials vs creating a replicable apprenticeship program

**EVALUATION OF SECTION VI: Budget & Budget Narrative**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	14

**Evaluation Team Comments:**

Budget

- Total request is \$150k—right at the 6k per trainee threshold
- Leveraged funds in mentor wages for LPS
- Contracting with LPS to employ navigator and support services—unsure why that would be contracted to LPS vs CWM who administers WIOA funds
- Lacked detail in what the contracted funds are breaking down to fund—and this was largest portion of budget
- CWM taking 6500—around 5%--not super high admin costs
- Brief budget narrative included, though lacking details



**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Partnerships

- Creates a unique LWIB and SAU partnership
- No letter of support
- No CBOs mentioned—given focus on foreign trained professionals, this was a miss

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER:** Andover Public Schools  
**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE  
**Name of RFP Coordinator:** Joan Dolan  
**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>No existing project under Maine Apprenticeship grant (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>
Section III. Program Design	<b>30</b>	<b>10</b>
Section IV. Equity	<b>15</b>	<b>6</b>
Section V. Sustainability	<b>15</b>	<b>10</b>
Section VI. Cost Proposal	<b>20</b>	<b>5</b>
Section VII. Partnerships	<b>10</b>	<b>4</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>42</u></b>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- Does not have current Maine Apprenticeship Program grant funding

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>7</b>

**Evaluation Team Comments:**

Applicant experience

- Strong commitment from community to keep school open
- Number of staff members is 14, and 3 identified mentors for apprentices
- Fiscal management—15 years of grant management experience and accounting firm partner including mention of government grants
- Connection to UMF via staff person who is on board
- No mention of previous apprenticeship or formal educator prep program experience
- Debarment and cover page included

### EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	10

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#### Evaluation Team Comments:

##### Program design

- Apprenticeship pathway not really defined—more about enrolling at higher ed for credits to complete certifications
- No clear mention of on the job learning component, required hours, and sponsor roles—lacking understanding of required apprenticeship components
- Wants to award college credit for demonstrated competencies though no clear plan identified as to how
- Identified candidates who already live and work in district to get to ed tech II or early childhood cert

### EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	6

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#### Evaluation Team Comments:

- Rural and small town—little housing so trying to keep people in community as turnover high with staff that live farther away—really focusing on grown your own model
- Housing won't be an issue for these three candidates—no clear plan or mention of other wraparound supports or partners
- Lacked detail on DEI plan—no mention of how to solicit participant feedback, accountability measures, or outreach plans for new apprentices
- No specific mentor training but did identify mentors
- Mention of mentors take part in ongoing MDOE training
- \$500 stipends for mentors
- Promote from stagnant to livable wages at teacher level
- No recruitment strategy for new apprentices
- Looking to cover costs of tuition at Maine teacher residency

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	10

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### Evaluation Team Comments:

#### Sustainability

- Use vacancy funds to support and use local funds to offset college costs
- No clear pathway to sustaining program beyond three identified participants
- Once staff people enrolled, they will put funds into budget to maintain their degrees
- Risk—2/3 haven't had favorable higher ed experience, first gen college student—recognize that student will need to be supported

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	5

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### Evaluation Team Comments:

#### Budget

- Total request was \$41k—under the \$75k minimum limit
- Over exceeds the \$6000 per trainee threshold by a substantial amount
- Most budget is on training and mentor comp
- Includes leveraged funds though no detail on for what
- No budget narrative and lacked in-line detail

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>4</b>

**Evaluation Team Comments:**

Partnerships

- None mentioned in table for CBO
- No educator association
- MCCS and UMS mentioned

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER:** Portland Adult Education

**DATE:** October 10, 2023

**SUMMARY PAGE**

**Department Name:** DOL/DOE

**Name of RFP Coordinator:** Joan Dolan

**Names of Evaluators:** Diana Doiran, Wendy Kostenbauder, Amy Poland, Tamara Ranger, Samantha Dina

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)		
<ul style="list-style-type: none"> <li>• Must be an SAU, higher ed, adult ed, CTE school, education industry association.</li> </ul>	<b>x</b>	
<ul style="list-style-type: none"> <li>• No existing project under Maine Apprenticeship grant (RFA 202111177) (RFA 202111177) can receive additional funding</li> </ul>	<b>x</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>
Section III. Program Design	<b>30</b>	<b>15</b>
Section IV. Equity	<b>15</b>	<b>14</b>
Section V. Sustainability	<b>15</b>	<b>7</b>
Section VI. Cost Proposal	<b>20</b>	<b>12</b>
Section VII. Partnerships	<b>10</b>	<b>9</b>
<u>Total Points</u>	<u>100</u>	<u>65</u>

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Eligibility

**Evaluation Team Comments:**

- Eligible—entity is an SAU
- PAE is a current grantee of Maine Apprenticeship Program (RFA 202111177) though project is distinct
- Note: PPS and PAE have the same FEIN. The max award for an organization is \$250,000

**EVALUATION OF SECTION II: Applicant experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Applicant experience	<b>10</b>	<b>8</b>

**Evaluation Team Comments:**

Applicant experience

- Lots of pre-apprenticeship experience
- Fiscal and grant management provided
- Relationships with local higher ed
- Experience developing customized training for employers and providing student centered supports
- Established New Mainer Resource Center
- They have received a Maine Apprenticeship Grant—they have underspent (only 15% spent) and not yet met all of grant deliverables
- Same FEIN as Portland public schools
- Debarment and cover page included



## EVALUATION OF SECTION III: Program design

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Program design	30	15

### Evaluation Team Comments:

#### Program design

- Create pipeline to fill vacancies in PPS—PAE will be education provider for pre-apprenticeship
- Grant will double capacity of existing education academy which serves 10 per year and creates a pathway to registered apprenticeship via PPS
- Planning to have a navigator who can market, screen and use current advisory to assist with barriers
- Pathway is fully dependent on a registered apprenticeship being created at PPS
- Pre-apprentices are unpaid and will get an interview with PPS
- Unclear about industry recognized credential—mention of earning Ed Tech III credential though pathway to achieve that is a bit unclear
- 90 hour instruction mentioned
- On the job learning not clearly part of pre-app design—only mentioned as part of PPS in the registered apprentices

## EVALUATION OF SECTION IV: Equity

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Equity	15	14

### Evaluation Team Comments:

- District equity policy and strategic plan
- Lots of experience training diverse communities
- Will include wraparounds such as bus pass and access to social worker
- Will provide loaner laptop devices—addressed digital literacy
- Social service agencies like Fedcap, aspire, GA, VR, goodwill for wraparounds
- Certification fees and credential eval, fingerprinting and work clothes—all included in support services

## EVALUATION OF SECTION V: Sustainability

	<u>Points Available</u>	<u>Points Awarded</u>
Section V. Sustainability	15	7

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### Evaluation Team Comments:

#### Sustainability

- Funds seem to fund existing education academy
- If PPS wasn't funded—there is no clear pathway for the pre-apprentices to continue on to apprenticeship
- Existing MJRP funds and TIF funding will be leveraged
- Advocate for more state and local funding to sustain—no clear pathway here
- Uses phrase “seek to” in terms of engaging potential partners but lack clarity on if these are already committed as partners
- Risks were housing, uncertain economic conditions and use partnership to mitigate

## EVALUATION OF SECTION VI: Budget & Budget Narrative

	<u>Points Available</u>	<u>Points Awarded</u>
Section VI. Budget & Budget Narrative	20	12

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### Evaluation Team Comments:

#### Budget

- \$252,000—over the max limit
- Exceeded the \$6,000 per apprentice limit by a bit—need a little more detail on why
- Included leveraged funds
- Biggest line item is personnel and admin costs
- No mentor comp included
- Included a budget narrative

**EVALUATION OF SECTION VII: Partnerships Table**

	<u>Points Available</u>	<u>Points Awarded</u>
Section VII. Partnerships Table	<b>10</b>	<b>9</b>

**Evaluation Team Comments:**

Partnerships

- Complete list of partners
- Letters of support from PPS and SoPo adult ed
- Listed partners in table but no clear description or mention in narrative (e.g., Gorham?)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** North Haven Community School

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

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**Instructions:** *The purpose of this form is to record proposal review notes written by **individual** evaluators for this Request for Proposals (RFP) process. It is **required** that each individual evaluator make notes for each proposal that he or she reviews. No numerical scoring should take place on these notes, as that is performed only during team consensus evaluation meetings. A separate form is available for team consensus evaluation notes and scoring. Once complete, please submit a copy of this document to your Department's RFP Coordinator or Lead Evaluator for this RFP.*

\*\*\*\*\*

**Individual Evaluator Comments:**

- I. *Eligibility and Proposed Apprenticeship Program Information*
  - Island community—adult pathway, pre- and apprenticeship
  - 6 pre-apprentices, 7 RA's
  - Rural island
  - Did not discuss fiscal experience
- II. *Applicant Experience*
  - Very small Island School of 25 employees and 56 students
  - Principal will lead the effort; PhD with University level experience with teacher education models
  - Ready-made potential apprentices from seasonal workforce and islanders
  - Existing relationships with colleges to develop workforce
  - Quasi Pre RA program in place with early childhood program
  -
- III. *Program Design*
  - Small school with much autonomy to create and implement out of the box programming to meet needs
  - Capacity to train teachers will increase from zero to 12; already have individuals in mind to take part in RAP
  - Increase capacity to train special needs teachers in-house rather than flying or taking a boat to receive special services from the mainland
  - Leverage a model such as USM's ETEP program aimed at those who hold bachelors degrees
  - Program would be focused on Ed Tech III's to teachers
  - Partner with Waterman's Community Center to prepare pre-apprentices for Associates degrees in Early Childhood Education along with CMCC
  - Did not discuss credit for demonstrated competency on the job – talked about transfer of credits to meet 62 credit requirement

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- Pre-apprentices may be paid or unpaid; primarily looking for tuition support
  - Currently accredited by NEASAC; in process of updating. Would help with reaccreditation – would they have capacity for RA project and NEASAC accreditation??
- IV. *Equity*
- Target current community members – are they diverse?
  - Not specific about how this would diversify workforce
  - Supportive service—transportation, childcare provided through school, North Haven Sustainable Housing partnership to increase affordable housing – 5 bedroom house,
  - Island Institute for an Island fellow for 2-years
  - Mentoring—using DOE resources
- V. *Sustainability*
- Self-contained school already; apply funds as necessary to maintain education
  - Funding from foundation and community center annually; would include RA in proposal moving forward
  - Some adult education funds from town would be applied after grant
  - RISKS - Housing will continue to be a challenge as will turnover
- VI. *Budget*
- \$77,200--\$6,000/apprentice - mostly training (\$4,100 per apprentice)
  - \$5,000 for marketing seems a bit much
  - \$20K in leverage
  - Will have a pre-apprenticeship component -
- VII. *Partnership*
- Lots of CBO involvement – 5 entities to assist with recruitment and guidance and potential funding for program
  - No letters of support
- VIII. *Performance Metrics*
- *7 apprentices and 6 pre-apprentices*
  - *Indicates 4 people of color will be served*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** MSAD #1 / RSU 79

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

- SAU with 33 employees and 1,720 students
- Rural Presque Isle
- Develop RA's only
- Adult learner pathways
- 12 apprentices - \$72K eligible, requested \$75K

2. Applicant Experience

- Strong 2-year mentorship program in place already with district
- Strong relationship with UMPI
- CACE partnership with central aroostook schools and UMPI
- Many years working with fiscal administration/grant management
- No apprenticeship experience

3. Program Design

- Did not discuss how the proposal would advance expansion; simply stated the problems faced
- Some elements of advancement pathway are in place; they do not clearly result in Ed. Tech 2, 3 or certified teachers
- 12 apprentices from CACE districts complete design; PI as intermediary
- Phase II of program would be to create a CTE program for early childhood education/dual enrollment
- Programming would be like Gorham programming
- Plan to provide 31 credits through OJL
- Would use existing PACE program
- Manage federal and state grants regularly
- UMPI experienced in designing training programs
- Will employ an apprenticeship navigator

4. Equity

- Would target those already living/working in community
- Rural community focus
- First generation college students
- Low socio-economic groups
- Childcare and transportation – will partner with ACAP, local rec. Center and Aroostook Regional Transportation System

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Will use teachers and Ed. Tech III's as mentors ratio of no more than 2:1, prefer 1:1

5. Sustainability

- Have some puzzle pieces; RA will pull pieces together
- Districts will fund 2 – 4 courses each year
- Will apply for other grants
- Title II funding
- NMCC not set-up to for flexible scheduling – will seek asynchronous, remote pathways for teacher certifications

6. Budget

- Mostly looking to cover costs of classroom training
- Request exceeds minimum per apprentice – they want to do 12 – which would total \$72K
- 15K of leverage will be provided

7. Partnerships - weak

- UMPI and CACE
- NMCC and ACAP missing from partner list
- Would register 2 sub-sponsors
- Letters of support were not unique

8. Performance Metrics

- 12 apprentices
- No underserved populations identified on table
- Rural county
- Mentioned First generation college students and Low socio-economic groups

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Regional School Unit 19; Newport

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

- Did not specify counties served
- 445 employees, 1,897 students
- Will serve rural, people of color, multilingual and people with disabilities
- Will result in apprenticeship
- h.s. and adult learner pathways
- 15 apprentices and 5 pre-apprentices

2. Applicant Experience

- Partners with Tri-County Technical College (SC??), CIANBRO and UMaine
- Provides BHP training to ed. Techs
- UMF Partnership
- On staff grant coordinators, special ed. admin

3. Program Design

- 14 – 20% vacancy to be addressed
- Allow staff to earn and learn – major impediment to advancement
- UMF to provide classroom training – no mention of credit for competency
- Did not describe hs learner or pre-apprenticeship pathway

4. Equity

- Partner with NAACP chapter and churches providing support to Ukrainian refugees
- Solid DEI plan
- Partnership with McKinney Vento Program – childcare
- Other CBO's for clothing and equipment
- Transportation services for apprentices to attend classes
- Mentor training with diverse mentors
- Free PD for mentors

5. Sustainability

- Strengthen partnership with UMF



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Didn't seem to discuss how other funds would be leveraged, talked about how grant funds would be used
- Training new instructors will build their capacity to sustain

6. Budget

- Personnel costs of \$77,800 very high – not sure why
- Asking for 2x allowable to support the 20 apprentices, feel like they misunderstood the table
- No leverage of match indicated
- 

7. Partnerships

- Will include RSU 87
- UMF, Tri-County Community College
- KVCC
- NAACP, 7<sup>th</sup> day Adventist Church, Ukranian Refugee Program
- MDOL??
- Maine Behavioral Health Workforce Development Collaborative

8. Performance Metrics

- Very low wages
- Good variety of DEIA people served
- 15 new apprentices planned
- Numbers of pre-apprentices vs. Apprentice completers is off

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** UNE

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

- 1,248 employees, 6,686 students
- York and Cumberland Counties
- Focus on people of color and multi-lingual individuals
- Pre-apprenticeship focus
- High school student pathways to educator
- 6 – 8 year one and 10 – 12 year two – table indicates 20 total, for \$97,456 out of a possible \$120K eligible for

2. Applicant Experience

- Post-secondary Education provider for decades- produces about 20/ yr
- Higher Education Grant – recruits HS students from higher ed communities and supports them through a week-long summer camp on campus and a year-long near peer mentoring program to support them with application process to college
- Partnership with Biddeford schools – fellowship with UNE/Biddeford to gain real world experience

3. Program Design

- Goal is to improve intentional recruitment efforts of underrepresented teach candidates through expansion of summer teacher program to fellowship program
- Will work as academic tutors in the Biddeford multi-lingual program over the summer
- Will work 20 hours per week for 4 weeks; paid
- Will receive college credit for work, did not indicate how much
- College students who are matriculating in an approved Education college program
- Do not see the pre-apprenticeship program connected to RA in anyway

4. Equity

- Grant funds to support stipend of pre-apprentices
- Transportation reimbursement

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Pre-apprentices recruited from those who completed Future Teachers from Maine for Maine grant program which had intentional recruitment goal of underrepresented individuals

5. Sustainability

- Free community college (will not last forever)
- PELL grants

6. Budget

- \$97K or \$4,877.30 per person

7. Partnerships

- Biddeford school department

8. Performance Metrics

- Table incomplete
- Will serve 16 – 20 people

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Brunswick School Department

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

- Focus on people of color and multilingual people
- Focus on adult learners moving into apprenticeship
- 18 apprentices for \$105,000 of \$108K available

2. Applicant Experience

- Will partner with Gorham School District to provide appropriate regional programming
- Did not speak to fiscal capacity in this section but later in application indicated their business office manages over \$50M in grants annually

3. Program Design

- Recruit new staff, increase diversity,
- 12 apprentices to participate in Cohort with Gorham and Greater Sebago Education Alliance
- Brunswick, Gorham, GSEA, SMCC and USM

4. Equity

- Target audience is those with HS diploma and have not earned higher than an Ed. Tech I certification
- Will target New Mainers and people of color
- Extensive DEIB plan
- Will survey each apprentice to assess for barriers

5. Sustainability

- Collaboration will be built with Gorham, USM and SMCC
- Will leverage vacant ed. Tech salary lines to fund
- MCCS free tuition (will not last forever)
- Include stipends for mentors and PD for apprentices in local budget moving forward
- Risk – lack of interest from community

6. Budget

- No personnel costs
- Travel costs seem high, assuming for students?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Did not list leverage, but clearly have some
- No budget narrative
- Over 5% in supportive services

7. Partnerships

- Gorham, town of Brunswick Rec. Department, GSEA, SMCC, USM
- No letters of support
- No workforce entity

8. Performance Metrics

- Good variety of metrics

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** USM

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

- Cumberland, York and Washington Counties
- People of Color, multi-lingual
- Rural (Washington County)
- Pre-Apprenticeship and Apprenticeship
- 21 RA's and 15 Pre RA's
- Request = \$162,193 of \$216K available

2. Applicant Experience

- Experience developing program with Gorham
- Research service center to manage funds
- Many collaborative partnerships with Maine school districts

3. Program Design

- USM, Gorham, Westbrook and Calais along with SMCC
- Ed. Tech I thru BS Educator Certificaton
- 15 apprentices and 5 pre-apprentices with Gorham
- 10 pre-apprentices and 6 apprentices in Washington County and Westbrook
- Pre-Apprenticeship for high school students
- Experience in classrooms following established SOW
- Concurrent hs and college enrollment

4. Equity

- Future teachers Academy at Westbrook HS
- Early study Aspirations and concurrent enrollment with HS teacher
- \$1,000 per mentor for stipend
- Mentor training to include DEI considerations

5. Sustainability

- 2-years no-cost thru SMCC
- Incorporated into district funding/budgets in Gorham, will collaborate with Washington County and Westbrook to share process

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Already exists, sustainability will only increase

**6. Budget**

- \$4,505 cost per trainee
- \$50K leverage

**7. Partnerships**

- Established partnerships will be enhanced

**8. Performance Metrics**

- 1 letter of support from Gorham
- Include rural participants
- Include youth
- Include a few BIPOC individuals

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP#:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Andover School Department

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - Did not ask for minimum award due to small size of school – total request = \$41,236 for 3 apprentices which exceeds \$6K per apprentice. Total size of school staff = 14 with 26 total students
  - Rural Oxford County
2. Applicant Experience
  - Grant management experience
3. Program Design
  - Have identified 3 apprentices to participate
  - Looking for money to cover cost of tuition
  - No clear understanding of apprenticeship programming demonstrated
4. Equity
  - Very rural school
5. Sustainability
  - Will include in school budget
6. Budget
  - Most of budget toward tuition
  - Over per person cost
  - Under minimum grant request required
7. Partnerships
  - None mentioned in table
8. Performance Metrics



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** SMCC

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. Request exceeds maximum of \$250K
  - b. Talk about grant management
  
2. Applicant Experience
  - a. Plenty of directly applicable RA experience
  
3. Program Design
  - a. Would partner with surrounding school districts to expand
  - b. Will hold classes in South Portland and Brunswick – 1 in-person class per week plus online courses
  - c. 30 credits awarded for OJL competencies
  - d. Ed. Tech. II credential, plus 13 credits = Associate Degree
  - e. Would hire a part-time coordinator to ensure coordination and student success
  
4. Equity
  - a. Will collaborate with In Her Presence, Greater Portland Immigrant Welcome Center, Greater Portland New Mainer Resource Center and MCCS New Mainer Workforce Navigator.
  - b. Support services through SMCC Advocacy Resource Center, Sweetser, Portland-Metro, Perkins funds for childcare
  - c. Training for mentors
  - d. Mentor compensation
  
5. Sustainability
  - a. Sustainable b/c of low cost of tuition
  - b. Free College Program for graduates between 2020 and 2025
  
6. Budget
  - a. Exceeded maximum of \$250K by \$19,240 – though plan to serve 75 apprentices

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- b. Administrative costs (\$62,400) seem excessive
  - c. Mentor compensation not included on budget table
7. Partnerships
- a. RSU 1, Brunswick, RSU 5, Portland, Sanford, RSU 75/MSAD 75
  - b. No mention of who the sponsor of apprenticeship would be –  
EducateMaine? Mention that they will have 7 new sponsors in the table...
8. Performance Metrics
- a. 75 apprentices planned with 7 different school districts

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** RSU #34

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. Yes, they are eligible
  - b. Plan to serve 26 pre-apprentices and 36 apprentices
  
2. Applicant Experience
  - a. Regional Penobscot River Educational Partnership (22 school districts, UTC, CTE Region 4, EMCC, Husson, UMaine and UMaine Augusta
  - b. Lots of collaborative experience with post-secondary education facilities
  - c. No apprenticeship experience
  
3. Program Design
  - a. Pre-apprenticeship and registered apprenticeship
  - b. Pre-apprentices field experiences, early college coursework in education and micro credentials
  - c. Will work with identifying and assessing competencies
  - d. Stated that they will meet the requirements of RA
  - e. Seek to aggressively work with collaborative partners to yield effective and sustainable RA models that address challenges, etc..etcc...
  - f. EMCC to provide Ed. Tech I and II and III?
  - g. EMCC, Husson, UMaine and UMaine Augusta to provide teacher training
  - h. Stated 2000 hr and 144 classroom hours as minimums – lack understanding of RA
  - i. Current learning facilitator program in place = 9 college credits
  - j. Pre apprenticeship to include FERPA, child sexual abuse prevention, suicide prevention, first aid/cpr and ed. Tech I
  - k. No mention of who the sponsor would be but indicate there would be 1 with a total of 8 sub-sponsors
  
4. Equity
  - a. Open to all applicants
  - b. Connected to adult ed., Penquis CAP, and UMaine’s international recruitment programs
  - c. Partners committed to DEIB
  - d. Have reached out to partners to identify barriers

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- e. Local housing authority
  - f. Old Town/Orono YMCA and Head Start
  - g. Compensation for mentors - \$500 per semester for RA, \$200 per semester for PreRA
  - h. Navigator to work with mentors
5. Sustainability
- a. Free community college
  - b. Existing tuition discount waivers programs from Husson, UMaine and UMaine Augusta
  - c. Funding from staff roles that are unfilled
6. Budget
- a. Navigator part-time
  - b. Contracts with edu partners to develop competencies - \$30K
  - c. Total request = \$249, 560
  - d. Leverage = \$163, 724 K5
7. Partnerships
- a. Extensive list of partners
  - b. 6 great letters of support
8. Performance Metrics
- a. Completely filled out – well done!
  - b. Identified they will serve 7 persons with disabilities and 7 BIPOC
  - c. Will serve 30 youth
  - d. Pre-apprenticeship and apprenticeship
  - e. Will serve 36 apprentices and 26 pre apprentices = 62 resulting in per-trainee cost of a little over \$4K
  - f.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Sanford School Department

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. Yes, eligible
  - b. Serve 24 apprentices – special ed focus
  - c. ELO experience – 1 FTE supported by school
  
2. Applicant Experience
  - a. Will work with Maine Construction Academy this year, so some knowledge of RAP programming
  
3. Program Design
  - a. Ed tech I, II and III
  - b. Sanford Adult Ed. Will collaborate with SMCC
  - c. Potential expansion to ed tech III to teacher in the coming years
  - d. Up to 9 credits per semester for 4 semesters through classes held at Sanford
  - e. Adult Ed. To support program
  - f. No mention of OJL competency leading to classroom credit
  
4. Equity
  - a. Current employees of Sanford which has a robust AAP
  - b. Partner with business community – not sure how this is relevant
  - c. Adult ed will assess barriers and refer to support services; no mention of which support services
  - d. Ed. Techs to serve as mentors - \$1,000/year for mentors
  
5. Sustainability
  - a. Course reimbursement funds exist in district
  - b. Will leverage title II funds in the future
  - c. Not sustainability risks identified
  
6. Budget

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- a. Most of costs are in the training cost budget line \$61,928 – seems they could take advantage of leveraging MCCA funding to do this along with CSSP, WIOA and other funds
  - b. Total request = \$107,928
  - c. Cost per trainee \$4,497
  - d. Leverage \$56,982 – space and tuition
7. Partnerships
- a. Lists 3 partners
  - b. No partners outside of Sanford or SMCC listed
8. Performance Metrics
- a. 24 incumbent Ed. Techs.
  - b. No numbers from BIPOC or disability community listed

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** UMF

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. Included all appendices
  
2. Applicant Experience
  
3. Program Design
  - a. Early childhood and early childhood special ed. - different than most other applicants
  - b. Promise in Lewiston would become an apprenticeship sponsor
  - c. UMF would become intermediary sponsor and education provider for project
  - d. Maine AEYC T.E.A.C.H. – intermediary sponsor – provides scholarships
  - e. Referenced Tennessee’s RA program, MI and Urban Institute competency based frameworks
  - f. Will determine how to match course and certification requirements to competencies – will align coursework with competencies
  - g. Mentors paid a stipend
  - h. Apprentices and pre- apprentices
  - i. OJL = classroom credits?
  
4. Equity
  - a. Lewiston – lots of diversity – will focus on New Mainer’s
  - b. Will develop a DEI plan based on Tennessee
  - c. Will establish an apprenticeship and training committee comprised of Promise, TEACH and UMF staff
  - d. Collaborate with Community Concepts, Adult Ed. And CareerCenter in Lewiston and surrounding areas
  - e. Priority communities: rural Maine adult learners; adult learners reflective of communities they teach
  - f. New Mainers Alliance and Maine Immigration refugee services
  - g. Mentorship – site based, paired with apprentices with similar backgrounds
    - i. Training for mentors provided and at least 3 yrs of experience
    - ii. \$1,500 stipend, micro-credential,
  - h. UMF support services available

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- i. Through MJRP they have 2 efforts underway to build capacity to support apprentices and their site-based mentors
- 
- 5. Sustainability
    - a. Apprentices will need to learn how to leverage funding
    - b. Free community college
    - c. Pell grants
    - d. UMaine System funding
    - e. Opening doors scholarship
    - f. MCF scholarships
    - g. New Mainer scholarships
    - h. Time frame is very tight
- 
- 6. Budget
    - a. Maximum for # of students
    - b. \$144,000 = total request
    - c. Lots of money for staff – not sure it's all necessary
- 
- 7. Partnerships
    - a. No education association listed
    - b. No CBO listed on table- Community Concepts in narrative
    - c. No workforce development entity listed on table – Lewiston CareerCenter in text
- 
- 8. Performance Metrics
    - a. BIPOC commitment is good
    - b. No firm commitment to other metrics



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** MSAD #52

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. Adult Education provider
  - b. Turner, Leeds and Greene
  - c. 5 apprentices and 15 pre-apprentices
  
2. Applicant Experience
  - a. Talk about partnerships and success
  - b. No apprenticeship experience
  
3. Program Design
  - a. Pre-apprenticeship and apprenticeship program targeted at multi-linguill learners
  - b. Ed. Tech I's to to level 2 or 3
  - c. Cohorts will meet directly after school
  - d. Multiple modalities of classroom delivery
  - e. No clear understanding of apprenticeship demonstrated
  - f. No credit for demonstrated competency presented
  - g. Indicated they have managed grants before in this section
  
4. Equity
  - a. Committed to growing diversity
  - b. Will continually assess individual needs for support services and barriers to continuation in the program
  - c. Rideshare programs
  - d. Mentor selection will be conducted with inclusion in mind
  - e. Mentors will be trained thru educator boot camps
  - f. Mentors will be compensated
  
5. Sustainability
  - a. Will enhance existing partnerships
  - b. Regular education funding and school district funding will be used to support workforce training
  - c. Sustained through federal and local funding

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- d. Will develop long-term connections with higher education institutions
  - e. Recruiting and retaining candidates may be a risk
6. Budget
- a. Did not include a budget
7. Partnerships
- a. Did not include a partnership table
8. Performance Metrics
- a. Will serve 15 people of color
  - b. Will serve 5 apprentices
  - c. Will serve 15 pre-apprentices

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Portland Public Schools

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. **I DONT BELIEVE THEY ARE ELIGIBLE AS PORTLAND PUBLIC SCHOOLS ALREADY HAS A GRANT FROM US FOR \$684k PAGE 7 OF THE RFA STATES:  
No existing projects funded under RFA 202111177: Maine Apprenticeship Program Grant can receive additional funding through this grant.**
2. Applicant Experience
  - a. 50% of students are BIPOC
  - b. Since 2016 Have increased % of BIPOC teachers from 3% to 9% and number of Ed. Techs from 15% to 23%
  - c. Have piloted the elevating educators grant
  - d. Director of BIPOC CAreer Pathways and Leadership Development
  - e. Partner with Maine Educators' Consortium, SMCC, EMCC, UMF and USM
3. Program Design
  - a. Paid practicum experience
  - b. 42 trainees
  - c. Lots of discussion about coursework – not so much about OJL
  - d. Multiple entry points
    - i. Pre-apprenticeship training for those working in non-educational roles and recently hired special ed ed techs – thru PAE
    - ii. Accelerated teacher education – for current ed. Techs wanting to be teachers. Teachers in other countries
    - iii. Apprenticeship practicum – ½ year for employees who have finished almost all of their coursework for certification
    - iv. BIPOC New Teacher Coaching – support to transition to new role for first or second year teachers
  - e. No mention of credit for demonstrated competency
  - f. It doesn't appear that they know what RA is
4. Equity
  - a. BIPOC network
  - b. BIPOC director
  - c. Collect feedback from apprentices

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- d. Supportive services to go towards evaluation of international credits
  - e. Mentors to identify additional support services needed
5. Sustainability
- a. Free MCCS
  - b. CareerCenter's supports for ed. Techs. To teachers
  - c. MCF
  - d. Committed for this to be a long-term project
6. Budget
- a. \$252K request exceeds maximum allowable
  - b. \$6K per trainee
  - c. \$149K in training costs for 42 apprentices – though they talk about apprentices and pre-apprentices in narrative, not reflected in table
  - d. Admin. Costs low
  - e. \$275,920 leverage
7. Partnerships
- a. Excellent and complete list of partners
  - b. SMCC letter of support indicates 1 full cohort of apprentice for PPS
  - c. Letter of support from PAE, is there letter of support dependent on us supporting their applicatino as well?
8. Performance Metrics
- a. 42 apprentices listed but some are pre-apprentices

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Portland Adult Education

**DATE:** October 10, 2023

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information

**I DONT BELIEVE THEY ARE ELIGIBLE AS PORTLAND PUBLIC SCHOOLS  
ALREADY HAS A GRANT FROM US FOR \$684k**

**PAGE 7 OF THE RFA STATES:**

**No existing projects funded under RFA 202111177: Maine Apprenticeship  
Program Grant can receive additional funding through this grant.**

2. Applicant Experience

- a. Lots of experience with pre-apprentices and grant management

3. Program Design

- a. Expand existing educator academy to prepare 42 internationally trained educators as Ed. Tech III's to teachers
- b. Will double capacity of educator academy
- c. Will prepare pre-apprentices to be apprentices at PPS
- d. Discussed benefits PreA's would receive when applying for RA postions
- e. Pre-Apprentices will be unpaid
- f. Fiscal and grant management – extensive experience

4. Equity

- a. Very experienced with training diverse communities
- b. Program will be targeted to unemployed and underemployed individuals
- c. Serves targeted communities for this grant daily
- d. Will provide student support to address barriers to employment
- e. Market to a diverse range of people
- f. Will provide a bus pass and access to a full-time social worker at PAE
- g. 4% of total request for support services to include glasses, gas cards, fingerprinting and Ed. Tech. Certification fees, work clothes
- h. Will refer students to social services agencies for wrap around supports such as childcare and transportation

5. Sustainability

- a. Very sustainable, lots of partnerships
- b. Risks, housing, uncertain economy

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- c. Advocate for more funding
  
- 6. Budget
  - a. Requested \$252k to train 42 pre apprentices at a cost of \$6001 per
  - b. Almost all costs are personnel costs = \$164,834
  - c. Admin. Costs total \$57,436
  
- 7. Partnerships
  - a. Checked all the boxes with regards to partner table including FEDCAP, Goodwill for enrollment in WIOA
  - b. Refer pre-apprentices ready for RA to Gorham/SMCC
  - c. Support letter from South Portland Adult Ed
  
- 8. Performance Metrics
  - a. Plan to serve 32 people of color
  - b. Plan to serve 20 unemployed

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Central Western Maine Workforce Development Board

**DATE:** October 10, 23

**EVALUATOR NAME:** Joan Dolan

**EVALUATOR DEPARTMENT:** MDOL

1. Eligibility and Proposed Program Information
  - a. CWMWDB Applying to contract with Lewiston Public Schools to hire an apprenticeship navigator for LPS
  - b. LPS has a large MJRP grant (\$1,389,076) of which \$1,224,755 remains
    - i. They could request a modification of their existing grant to hire an apprenticeship navigator for this project
2. Applicant Experience
  - a. Experience managing WIOA and federal grants
  - b. Experience with higher education
3. Program Design
  - a. Contract with LPS to hire an apprenticeship navigator to develop education apprenticeship programming
  - b. No clear understanding of RA which was identified within the proposal
  - c. Will serve 25 pre-apprentices and 12 RA's
  - d. Will register 1 new sponsor but does not indicate whom that would be
  - e.
4. Equity
  - a. LPS has a LPS Equity Statement and Action Plan
  - b. Established DEI Program through HR
  - c. Navigator would review progress of participants and "backfill" support services – not sure what that means
  - d. Mentor program
5. Sustainability
  - a. Leverage funding from post-secondary institutions
  - b. Braid WIOA funds
  - c. Members of COMPACT with MCCS
  - d. Local workforce system – largely untapped by school districts, this project would help support that fairly new partnership
6. Budget

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- a. Total request = \$150K to serve 25 individuals
  - b. Provided \$20 K in match
  - c. Provided a budget narrative
  - d. Money would be used to hire a navigator
7. Partnerships
- a. CMCC, UMF
  - b. Lewiston Adult Ed.
8. Performance Metrics
- a. Solid BIPOC metrics



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** North Haven Community School

**DATE:** October 4, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Island community—adult pathway, pre- and apprenticeship
  - Ed Techs, TOSD, Industrial Arts/Tech
  - 6 pre-, 7 A
- II. Applicant Experience
  - Principal has experience w/ teacher prep programs
  - Internship program with secondary students
  - Existing community partnerships and with higher ed programs visiting Island
- III. Program Design
  - Address unique needs of island teaching
  - Funding would expand ability to serve learners with disabilities
  - “bundled” programming—what does this look like in an apprenticeship model?
  - School-year model, onsite/online classes, no PS partner identified yet for apprenticeship; possible CMCC for pre-
  - Certification? How meet those requirements? Mentions conditional certifications—how long to meet? Budget—9 credits/year
- IV. Equity
  - Target current community members
  - Supportive service—transportation, childcare provided through school
  - Mentoring—using DOE resources
- V. Sustainability
  - Build connections w/ PS partners and community center—quality early learning for future learners
  - Funding from foundation and community center
  - Adult education program funded by town?
  - Housing challenge—place-based approach
- VI. Budget
  - \$77,200--\$6,000/apprentice, match include salary/benefits? 9 credits/year?
- VII. Partnership
  - Mentions UMS in budget, but not in partnerships? Bowdoin and CM as PS partners
  - Lots of community involvement
- VIII. Performance Metrics
  - Would like to know more about how the performance metrics connect to the plan above, esp. MLs, POC.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD #1/RSU 79

**DATE:** October 4, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult learner pathway, Ed Techs, Elem, TOSD, Math, ESOL
  - 12 A
- II. Applicant Experience
  - Worked with UMPI to support teacher development—grant formalize pathways (Ed tech to II or III)
  - Central Aroostook Council on Education to manage outreach and support in advisory capacity
- III. Program Design
  - Challenged in finding certified teachers in many areas—start with Ed Techs to build skills/knowledge
  - UMPI and local district training support—refining specific course content to provide flexibility for apprentices, Associates degree,
  - Your Pace—fully remote, competency-based
  - Certification as Ed Tech or Teaching
- IV. Equity
  - Place-based model—target community (current employees/new hires), CACE partnership
  - Collaboration among school districts? CACE promotes, but what will this look like?
  - Apprenticeship navigator to monitor progress/needs
  - ID childcare and transportation supports based on apprentices
  - Mentors based on expertise of apprentice’s environment, mentor bootcamp for PD
- V. Sustainability
  - Strengthen existing systems and partnerships
  - Title II funding for PD/mentor
  - Low risk due to existing partnerships
- VI. Budget
  - \$75,000 = \$6250/apprentice
  - Would like to see more detail about how broken out to justify the apprentice cost
- VII. Partnership
- VIII. Performance Metrics
  - Not planning to start until 9/1/24
  - Estimated numbers, not committing to goal numbers

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 19

**DATE:** October 4, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - HS & Adult learner—all priority communities, Ed techs, Elem, TOSD
  - 15 A, 5 Pre
- II. Applicant Experience
  - Partnerships identified that provide post-secondary opportunities for students and employees, including recent work with UMF
  - Promotion within district for career advancement
- III. Program Design
  - 14-20% vacancy at beginning of school year
  - Provide opportunities to stay in communities and “earn while you learn”
  - UMF provide courses using DOE certification pathways (to teacher or advance Ed Tech) and onsite classes—district provides transportation for onsite classes (paid time? After work hours?)
  - HS pathway? Not outlined.
  - Pre-apprenticeship? Not outlined—proposed to serve 5
  - Would like to know more about the UMF program and its structure connects to apprenticeship
- IV. Equity
  - Work with community organizations to increase diversity of educator workforce and for serving learners
  - Actionable plan for DEI in district practices
  - Work with existing support services partners for childcare, transportation costs, and provide work-based equipment
  - Goal to have apprentices become future mentors—timeline?
- V. Sustainability
  - Ability to expand and formalize partnership with UMF
  - Other funds used? Didn’t answer the question.
  - Build internal capacity—train-the-trainer
- VI. Budget
  - \$240,000 = \$12,000/apprentice, no match
  - Would like more detail about how budget determined
- VII. Partnership
- VIII. Performance Metrics
  - Pre- apprentices, but not outlined in proposal

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of New England

**DATE:** October 5, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Pre-apprenticeship for HS, York/Cumberland, POC & MLs, Elem, ELA, Math, ML Science
  - 6-8 (y1), 10-12 (y2)
- II. Applicant Experience
  - Approved EPP and grant to recruit HS students from high needs areas with mentoring to support through college
  - Grant to be used to expand program and more intentional approach
  - Work w/ Biddeford and provide supports in ML program
- III. Program Design
  - Expand summer programming—pre-apprentices receive credit, recruit students from underrepresented backgrounds
  - Work in summer program in Biddeford, receive credit—Any credentials earned?
  - Not a direct pathway to apprenticeship
- IV. Equity
  - Build on existing grant outreach and recruitment
  - Diversity? Esp. working with MLs
  - Provide stipend and transportation reimbursement (from their home—no on-campus housing?)
- V. Sustainability
  - Strengthen partnerships built in current grant
  - Pell grants or free community college if enter Maine EPP
- VI. Budget
  - \$97,546 -- \$4877/apprentice
  - Most of budget for participants—stipends, credits, transportation
- VII. Partnership
  - No community partners
- VIII. Performance Metrics
  - Recruitment goals for target populations?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Brunswick School Department

**DATE:** October 5, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult learner- POC, MLs, Ed techs, TOSD
  - 12 – A
- II. Applicant Experience
  - Collaborate with Gorham’s program for regional opportunities to upskill/training for serving MLs
- III. Program Design
  - Strategic plan includes recruitment and retention and increasing staff diversity
  - New training as part of Gorham cohort—Ed Tech 1s start in program 1/1/24
  - Hired in vacant Ed Tech positions—provide travel support (onsite classes or remote options—utilize SM campus in Brunswick?)
- IV. Equity
  - Focus on Ed Tech 1s, including recruiting New Americans and POC—supports to Ed Tech II or III
  - Survey apprentices for needs related to barriers
- V. Sustainability
  - Cross-district and higher ed relationships strengthened
  - MCCS provides 61 credits under free college--? eligible populations? Or partnership with Gorham provides free tuition?
  - Local budget to support future coursework costs
- VI. Budget
  - \$105,000 - \$2750 Y1, \$6,000 Y2
  - Why no training costs in Y1? Funded through vacant positions?
- VII. Partnership
  - Missing New Americans CBOs—focus of their recruitment and district strategic plan
- VIII. Performance Metrics
  - Ambitious goals of 18 apprentices over course of project— 9 MLs, 8 unemployed served

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Southern Maine

**DATE:** October 6, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - HS & Adult Pathway- Cumberland, York, Washington, POC & MLs, Ed Techs, TOSD
  - 21 A, 15 Pre-
- II. Applicant Experience
  - Worked w/ Gorham to design Ed Tech III and teacher cert apprenticeship for fall 2024
  - Expand program to Westbrook and Calais
- III. Program Design
  - Design pre- and apprenticeship pipelines: Westbrook POC, MLs; Calais rural community
  - Expands to Washington county to build scalable system for districts and builds on current work in Gorham.
  - Adult learner pathway approved
  - HS Pre-apprenticeship—1-2 college courses offered online or on campus, work in home district—use early college/concurrent enrollment—Washington County online? All have apprenticeship option available after.
- IV. Equity
  - Westbrook Future Teachers Academy for recruitment, leverage aspirations and concurrent enrollment for both target populations
  - Developing process to survey needs
  - Apprentices enrolled in MCCS have tuition paid—eligibility constraints?
- V. Sustainability
  - SMCC provides tuition for first two years, tuition support for transfer to USM included in budget
  - Developing network of districts and HE embedding apprenticeship in programs
  - Risks—demonstrating ROI for school budgets, tuition costs
- VI. Budget
  - \$162,193 - \$4505/apprentice
  - Apprenticeship navigator for two hours/week (grad student)—enough time? Sustainability?
  - Admin costs (program management, project eval) ~9%, but \$50,000 match
- VII. Partnership
  - Established sponsor
  - No CBOs
- VIII. Performance Metrics

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Andover School Department

**DATE:** October 6, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Meet the eligibility requirements? Didn't ask for the minimum?
  - Adult learners—rural, Ed Techs, ECE, TOSD
  - 3 A
- II. Applicant Experience
  - Small school with need for supporting 3 staff members, connection w/ UMF
  - Veteran teaching and admin staff for supports
- III. Program Design
  - Misunderstands purposes of funding?
  - Apprenticeship not defined—enroll in UMS or MCCS classes for credits
- IV. Equity
  - Place-based – Ed Tech 1 to certification (under emergency waiver)
  - Mentors from current staff, no specific mentoring training planned
- V. Sustainability
  - UMF—practicum site for students
  - Use vacancy funds to support sustainability
- VI. Budget
  - \$41,236 = \$13,745/apprentice
  - Primary cost to cover tuition and mentor
- VII. Partnership
  - No formal partnerships
- VIII. Performance Metrics
  - 3 apprentices per year or total?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Southern Maine Community College

**DATE:** October 6, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult learner—Ed Techs, POC, MLs, Cumberland, York, Sagadahoc
  - 75 A
- II. Applicant Experience
  - Apprenticeship program developed with Gorham—expand to other districts to address immediate needs for Ed Techs
  - Partner experience—braiding funding
- III. Program Design
  - Ed Tech I employees > 18 months to Ed Tech II credential (60 credits), transfer 4-year or continue to Assoc
  - Who is sponsor?
  - Expansion to other regions Portland North
  - Weekly classes on campus (incl. Midcoast) and in district
  - 30 credit hours for OJTL
  - Adding PT coordinator for coordination and navigation
- IV. Equity
  - Target audience—adult learners not already employed, foreign trained professionals—increase diversity in districts
  - Campus support services available, Perkins funds for childcare
  - Mentors in-district, but access to SMCC’s PD and expertise, compensation other than support? Stipends on the districts?
- V. Sustainability
  - Maintains existing partnerships
  - Affordability of tuition, and access to other funding streams (tuition remission, MJRP?, free college)
- VI. Budget
  - \$269,240 - \$3590/apprentice—exceeds the RFA cap for awards
  - Primarily personnel and admin > what’s included here? No match?
  - SAUs responsible for mentor costs
- VII. Partnership
  - SAUs listed—confirmed partners? No letters of support
- VIII. Performance Metrics
  - Population metrics dependent on districts involved



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 34

**DATE:** October 9, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - HS & Adult—Penobscot River Educational Partnership region, Ed Tech, ECE, Elem, Content areas, TOSD, Admin, MLs, Speech/Lang
  - School districts, CTE, and Higher Eds
  - 26 pre, 36 A
- II. Applicant Experience
  - Existing partnerships and programs with higher education (Educator Accelerator, Learning Facilitator Pathway) and experienced mentors.
- III. Program Design
  - Many regional vacancies (rate?)
  - Build on existing efforts to design pre- and apprenticeships
  - Pre-apprentice program at HS (8, 12)
  - Coordinate and integrate existing programs to develop the apprenticeship (HS to Ed Tech III, Ed Tech to teacher, teacher to endorsements) (12, 24)
  - Apprenticeship navigator—support apprentices individual needs
  - OTJ—OTJ hours and classroom learning—onsite and remote instruction
  - Identify and pilot ways to increase # and relevance of credits
  - Pre-apprenticeship—HS and CTE center, paid employment, earn credentials needed at entry-level job (Ed Tech 1), guided to apprenticeship; integrate with existing programs at CTE and higher eds
  - Would like to know more about work with Tribal entities mentioned in introduction
- IV. Equity
  - DEIB consultants work under way
  - Use partnerships to recruit target populations—AE, CAP, Higher Eds, community partners—Working with Tribal partners?
  - Partners to identify program barriers, and proposed strategies for addressing transportation, materials, childcare, etc.
  - Streamline mentor training and reduce duplication
- V. Sustainability
  - Strengthen and formalize partnerships
  - Multiple strategies for addressing funding
  - Sustainability of Navigator position (lots of responsibilities in this role for coordination of the program)
- VI. Budget
  - \$249,560 - \$4025/apprentice
  - Primarily navigator salary
  - Over 50% match
- VII. Partnership
  - Letters of support—UMaine and Education Assoc.
- VIII. Performance Metrics
  - Ambitious goals—what do the numbers look like across the supporting districts?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Sanford School Department

**DATE:** October 9, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult – TOSD, Ed Tech
  - 24 A
- II. Applicant Experience
  - CTE center and adult education—Maine Construction Academy apprenticeship program
  - Ed Tech Apprenticeship program starting (separate from this application?)
- III. Program Design
  - Ed Tech cert program for special education classes- advance in pathway
  - AE work with SMCC to create and administer program—classes hosted at AE
  - Are they using existing program with SM or creating something new?
  - OJL? Industry-recognized credentials?
- IV. Equity
  - AE collaboration w/ business partners—are they recruiting new or using existing hires?
  - Work with AE advising services to ID support services needed
  - Mentors receive stipend
- V. Sustainability
  - Using existing course reimbursement and future planning with local & Title II funds
- VI. Budget
  - \$107,928 - \$4497/apprentice
  - Most to apprentice support and mentoring
  - Coordinator—not mentioned in proposal
  - 50% match (including space and tuition reimbursement)
- VII. Partnership
  - Letter of support from SMCC
  - No COBs
- VIII. Performance Metrics
  - Diversity of apprentice pool—primarily women, missing opportunity to diversify staff populations?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Maine Farmington

**DATE:** October 9, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult Learner – Farmington, Lewiston, Portland, ECE, TOSD- Pre-K
  - 24 A
- II. Applicant Experience
  - Learn and Develop Program for Future EC Prof w/ partners
  - Approved EPP
  - Currently offer BS in ECE, ECS—at UMF and satellite at SMCC—offer at a distance, accredited program
  - Staff includes advisor for learner support
- III. Program Design
  - Expands training with development of apprenticeship with existing partners and BS
  - Using scholarship to pay for tuition
  - Jan – May develop model—2,000 hours OJL, 144 classroom (over how long??)
  - Looking at best practices in other states/programs
- IV. Equity
  - Goal to increase diversity, esp. at sites serving new Americans
  - Utilize community partnerships and dedicated advising to support apprentices, esp. focused on challenges for adult learners
  - Data focused approach
  - Many actionable strategies for DEIB planning
  - Mentors provide ongoing feedback on the OJL competencies, provide stipend and possibly microcredential
- V. Sustainability
  - Work with apprentices to secure funding beyond scholarships
  - Possibly expand approach to other teacher ed areas
- VI. Budget
  - \$144,000 - \$6,000/apprentice
  - For UMF program development, tuition, and mentor costs
  - Navigator – 25% time, responsibilities for position?
  - No match or in-kind – mentioned in proposal
- VII. Partnership
  - No CBOs or many of the other partners mentioned in the proposal
  - Letters of support from partners
- VIII. Performance Metrics
  - Appreciate the goals for attracting diversity w/in the apprentice pool

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD 52

**DATE:** October 15, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult – MLs, POC, Ed Techs, ML
  - 5 A, 15 pre
- II. Applicant Experience
  - Experience working with partners to design trainings.
  - Past experience working in higher ed and on adult education Education Academy (Ed Tech 1 - Ed Tech 3)
  - Staff w/ fiscal management experience w/ federal funds (from state side)
  - No apprenticeship experience
- III. Program Design
  - Ed tech 1 to ET2 or 3, focused on support of MLs and special education
  - No data on need for those areas identified
  - What does “incentivized” cohort mean?
  - Apprenticeship coordinated/cooperation w/ college partners—is this partnership already identified?
  - Use of multiple modalities for flexible instructions
  - Discuss credit and number of credits, but not clear how? College partner? Articulation agreement? OJL?
  - Experience managing other grants
- IV. Equity
  - Target current employee and recruit immigrants and POC as new hires
  - Build in English language acquisition and translation of transcripts
  - Survey students (apprentices?) and community
  - Work with community partners for supportive services and recruitment
  - Mentor bootcamps and PD
- V. Sustainability
  - Support local district need (35 vacancies/week) and strengthen relationship
  - District funding
  - Risk—recruitment and retention
- VI. Budget
  - No budget
- VII. Partnership
  - No partnership table
- VIII. Performance Metrics
  - 75% of participants MLs and POC
  - Other demographics undetermined

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Public Schools

**DATE:** October 15, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult – ML, POC, Ed Tech, ECE, K-8, TOSD (full span), ELA, Math, Science, ESOL
  - 42 A
- II. Applicant Experience
  - Strategic plan to diversify staff, including Ed Techs—research & data to support the need
  - Elevating Educators—supporting ed techs to become teachers, many levels of support needed (apprenticeship would provide structure and accelerate progress)
  - Didn't mention fiscal experience
- III. Program Design
  - Create apprenticeship offerings for current Ed Techs and teacher
  - Allow for incentives to recruit for special education, an area of high need
  - Expand to an additional 21 people (currently using course reimbursement/Alfond)
  - Tiered approach: Tier 1 > pre-apprenticeship for non-educational roles, work w/ PAE to work to ed tech (pre-A not identified above); Tier 2 > current ed techs to teachers, work w/ PAE or high education; Tier 3 > “apprenticeship practicum” half year; Tier 4 > coaching for BIPOC employees in first or second years of teaching in US.
  - Variety of partners for coursework depending on Tier? —also exploring partnerships with existing apprenticeship programs
  - Using ONet to develop schedules of work for OJL (2,000 hours)—is this for all Tiers or just Tier 3?
  - Pre-apprenticeship question not completed—Tier 1 described as pre-apprenticeship
  - Not clear on how long it will take someone to complete a Tier
- IV. Equity
  - Focus on BIPOC and ML staff, special education ed techs—aligns with district Equity Policy
  - Work with PAE for recruitment—Elevating Educators program
  - Building relationships and learning from educational partners for how to be more intentional about work, survey apprentices
  - Credential evaluation, wrap around services
  - Mentors based on Tier—didn't include information on training, PD or compensation
- V. Sustainability
  - Strengthen recruitment for district to retain high quality educators and partnerships
  - Some grant funding available, scholarships available, Career Center supports
  - Risk—housing, high cost of living, immigration processes time-consuming and expensive
- VI. Budget
  - \$252,000 - \$6,000/apprentice (over cap)
  - Funding for long-term sub
  - Admin costs—food allowable?
  - Generous match from local budget
- VII. Partnership
  - Letter of support—SMCC, PAE
- VIII. Performance Metrics
  - 39 complete program (any of the Tiers), diversity reflected in numbers

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Adult Education

**DATE:** October 15, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult- ML, POC, ET, EC, Elem, TOSD, ELA, Math, Science, ESOL
  - 42 pre
- II. Applicant Experience
  - Developing trainings for employers customized needs and providing student-centered supports, esp. for new Americans—strong experience working with partners
  - Education Academy (4 years)
  - MDOL-funded pre-apprenticeship program with employer sponsors
- III. Program Design
  - 20 ETIII vacancies
  - Program partner with PPS apprenticeship proposal and create a pipeline to fill vacancies and expand Education Academy, close skills gap for internationally-trained educators
  - PAE, Ed provider—hire certified teacher to lead development, 90 instructional hours (12 weeks)
  - 2,000 OJL hours, earning Ed Tech III certification (pre- and apprenticeship)—timing? Is this all for apprenticeship?
  - Navigator to market, recruit, and screen applicants and advising to assist w barriers
- IV. Equity
  - Individuals who are unemployed, underemployed, POC, MLs w skill gaps and barrier to entry in EPPs
  - District Equity Policy and strategic plan, also regular PL for staff at PAE
  - Strong list of strategies to address DEIB goals—student-centered supports, feedback loops, grant manager role
  - Community partnerships, provide bus pass and social worker access, devices
- V. Sustainability
  - Built in direct partnership with PPS apprenticeship program, seek to partner w/ SMCC program for college credits as needed
  - NMRC funding to support advising and credential/certification (supplementing?), TIF from Portland
  - Leverage workforce system for future funding
  - Risks—housing, challenges for participants, uncertain economy—use partnerships and experience to mitigate
- VI. Budget
  - \$252,050 - \$6,001 (over top cap)
  - 50% match
  - Primarily salaries and benefits for staffing
- VII. Partnership
  - Gorham as referral
  - Educators Assoc for Ed Techs
  - LOS from PPS and SPAE
- VIII. Performance Metrics
  - 2<sup>nd</sup> year goal for pre- to RA?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Central Western Maine Workforce Board

**DATE:** October 15, 2023

**EVALUATOR NAME:** Amy Poland

**EVALUATOR DEPARTMENT:** Education

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult – ML, POC, people w/ disabilities, Ed Tech, TOSD, ESOL > Lewiston
  - 12 A, 25 pre
  - Industry/Business Apprenticeship Navigator
- II. Applicant Experience
  - 240 teacher & 228 ET vacancies in WB region
  - Partner w/ Lewiston to hire navigator to work with current staff and interested individuals to map their plan
  - LPS apprenticeship experience, higher education experience and partnerships
  - Lots of experience with grants
- III. Program Design
  - Navigator to develop pathways to certification—or identify?
  - Leverage partnerships with current higher education partners and experts on staff
  - Experience with federal grants
- IV. Equity
  - LPS Equity Statement and Action Plan, DEI training program
  - Diversify workforce to be more aligned with student diversity
  - Use current mentor program—navigator would adapt the program to recruit mentors and adapt to participant needs
- V. Sustainability
  - Develop system and strengthen partnerships for five counties to address educator workforce needs and ability to access programming
  - WIOA, Alford—review funding sources reviewed to look for eligibility for individuals served
  - Look beyond traditional teacher prep models
- VI. Budget
  - \$150,000 = \$6,000/apprentice
  - Contract with LPS to hire and employ the navigator
  - \$20,000 match (mentors)
- VII. Partnership
  - No CBOs
  - No letter of support from LPS
- VIII. Performance Metrics
  - 12 apprentices in Year 2—in existing programs?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** North Haven Community School

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - (Island) Rural Communities. Pre-apprenticeship, apprenticeship, Adult learner to educator
  - 7 RAPs, 6 Pre-App
- II. Applicant Experience
  - 25 years' experience in k-12, UM Professor-Education
  - Mentored cohorts
  - Managing partnerships and apprenticeship sites (PDS)
- III. Program Design
  - Out of the box training
  - Integrated learning and personalized education
  - Expanded educator training capacity, potential of 12
  - Adult learner certification-modular or stackable-customizable
  - HS learner-multiple entries
  - Pre-App, community partners—
    - develop AAS in ECE with CMCC (principal teaches online here)
    - Waterman's Community Center for pre apprenticeship
  - NEASC accreditation
- IV. Equity
  - Workforce diversifications and economic development
    - Second career choice over fisherman with benefits
  - DEIA- partner with Hurricane Island for our K-12 science program
  - North Haven Sustainable Housing (NHSH)
  - Island Institute- Fellow grant, 2 years
  - Transportation and childcare w/could be a barrier as the community is the resource
  - Mentorship is provided by the DOE-receive stipend
  - Pathways to wage-comparable to mainland wages; pays full tuition; add'tl funding needed for accelerated degree program. Apprentices would have to work other jobs.
- V. Sustainability
  - Self-contained district
  - Grant will provide training program to degrees and credentials with UM partners
  - Partner with Waterman's for preschool program



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Matriculations ECE—free and reduced costs
- Additional funds from NH Foundation-and Waterman’s Comm Ctr, will propose apprenticeship funding.  
Risks-turnover due to housing to keep and house people

VI. Budget-

- Req-\$72K, \$6k per apprentice
- Admin-\$5000

VII. Partnership

- 6 potential: MSAD #37, NH Education Assoc, Bowdoin College, CMCC, MDOE, Town of NH
- \* if partnering needs letter—no letter to support.

VIII. Performance Metrics

- 7 RAPS
- 2 People of color
- Youth (16-24)-2

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD #1/RSU 79

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult learner pathway, Ed Techs, Elem, TOSD, Math, ESOL
  - 12 A
- II. Applicant Experience
  - Long standing relations w/UMPI to support teacher development
  - Working toward (Ed tech to II or III)
  - Experience in grant management
  - CACE-Central Aroostook Council on Education to manage outreach and support for apprenticeship and have an advisory role in development and implementation
- III. Program Design
  - Teacher shortage in all levels—start with Ed Techs to upskill talent
  - Partner with UMPI districts to build pathways-12 RAPS to complete program
  - Remote -competency -based offering through Your Pace (Gorham model)
  - Pathway as Ed Tech to teacher certification
  - No indication of Pre-Apprenticeship
- IV. Equity
  - People if the rural community
  - Recruit from current employees' pathway to Ed Tech II and III
  - CACE and UMPI partnership
  - Employ Apprenticeship navigator responsible for communications
  - (Barrier of) childcare and transportation needs
  - Experienced mentors, mentor bootcamp PD supported through UMPI and CACE
- V. Sustainability
  - Solidify partnerships: UMPI, CACE, and MSAD
  - Title II funding for PD teacher mentor programs
  - No identified risk currently.
  - Maybe able to partner with NMCC later
- VI. Budget
  - \$75K = \$6250 per apprentice
  - Admin: \$5000
- VII. Partnership
  - CACE Partnership, UMPI

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- VIII. Performance Metrics
  - Letter of Support -UMPI and CACE
  - 12 new RAPS
  - Other unknown

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 19

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - HS & Adult learner—Priority Target areas: Ed Tech, K-12 Disabilities
  - 15 RPAs, 5 Pre-App
- II. Applicant Experience
  - Employees with UMF
  - Former Students of UMF
  - Partnerships with Community Colleges Employers and UM for educational goals.
  - Keep people in the district from the community
- III. Program Design
  - Many school positions to be filled
  - Keep people in the district from the community and earning an income
  - UMF provided the education and learning
  - #4—not identified
  - #5- not identified for Pre-Apprenticeships
  - Grant will allow the “earn while you learn” model
- IV. Equity
  - Provide pathways for diverse learners
  - DEIA model in hiring, promotion and review of policies and procedures
  - McKinney Vento Program to promote and provide external services
  - District partnerships to offset grant wit support services
  - Create more mentors, prof development to continue to mentor
- V. Sustainability
  - Ongoing opportunities
  - Ongoing partnerships with UMF
  - Supportive services, mentor training, diversity
- VI. Budget
  - Request-\$240K = \$12K
  - Admin costs: \$24K
  - 15 RAPS; (youth, 5), women, 12, disabilities 3, People of Color 3
- VII. Partnership
  - 6 identified
- VIII. Performance Metrics

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of New England

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - York/Cumberland counties
    - People of Color, Multilingual individual
  - Pre-apprenticeship for HS pathways
  - K-8, ELA (7-12), MATH (7-12), Science (5-8),
  - Pre-App (Yr 1), 6-8; Year 2, 10-12
- II. Applicant Experience
  - Recruit and extend the teacher pipeline grant to include more Pre-Apps for students
  - Partnership with Biddeford and supports with Multilingual Programs (K-12)
- III. Program Design
  - Recruit underrepresented teacher candidates
  - Expansion of current program and tier support
  - Where does this program go from here?
- IV. Equity
  - Improvement of current pipeline of underrepresented HS students
  - #2—unclear using wrap around supports from UNE
  - Provide a stipend for students over summer program
  - Using as a tool for recruitment for Future teachers from Maine
  - Matriculations for degree students.
- V. Sustainability
  - Strengthen relationship through recruitment
  - Free college (MCCS) entering EPP
  - Relationships to strengthen teacher pipelines
  - Risks? Getting pre-apprentices interested in Maine Epp program
- VI. Budget
  - Req: \$97,546 -- \$4877 per apprentice
  - Admins: \$7000
- VII. Partnership
  - UNE and Educator Association
  - Letter of Support included
- VIII. Performance Metrics
  - Unclear, not defined in application

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Brunswick School Department

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult learner pathways: Ed Techs ToS w/ D Pre-K-12
  - Apprentices-12
- II. Applicant Experience
  - Collaborate with Gorham SD to those who wouldn't have access
  - New Mainers
- III. Program Design
  - Fill vacancies for Ed Techs- 12 apprentices
  - Follow Gorham Model and Greater Sebago Education Alliance (GSEA)
  - Collaborate with SMCC Gorham and USM
- IV. Equity
  - Target audience is HS diploma to Ed Tech I
  - New Americans and PoC—Ed Tech II and III
  - DEIA- increase staff to reflect change in community
  - Survey apprentices to assess barriers and services
  - Grant funds for mentors
- V. Sustainability
  - Multi partner relationships.
  - 61 credits from SMCC (free college)
  - Local budget to offset costs
  - Risk-lack of interest
- VI. Budget
  - Req: \$105K-
  - Apprentice: Year 1, \$2750; Year 2 \$6,000
  - Who will pay or offset training costs?
- VII. Partnership
  - Gorham SD, SMCC, USM, GSEA
- VIII. Performance Metrics
  - 18 overall—5 upskilled, 9 women,

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Southern Maine

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - HS & Adult Pathway- Cumberland, York, Washington,
  - People of Color Multilinguals, Ed Techs, ToSD (K-12)
  - 21 RAPS, 15 Pre-Apprenticeship
- II. Applicant Experience
  - Fall 2024 launch of RAPS for teacher certification
  - Collaborated with Gorham SD
  - Grant will enable joining Westbrook and Calais in RAPS
- III. Program Design
  - Launch Pre-Apprenticeships for PoC, Multilingual, and rural community of Calais
  - Expand pre-and RAPS.
  - Approved Ed Tech III
  - Create Pre-App in HS
- IV. Equity
  - Westbrook SD and Calais SD for rural areas
  - Future Teachers Academy
  - Concurrent Enrollment Data/needs/evaluation
  - \$1000mentor stipend
  - MCCS free tuition for apprentices in Ed Tech II and III pathways
- V. Sustainability
  - SMCC program and partnership for tuition
  - Creating more RAPS-expansion
  - Risks—funding
- VI. Budget
  - Req: \$162,193
  - Apprentice: \$4505
  - Admin: \$10,000
  - See breakdown
- VII. Partnership
  - Working with Gorham SD and SMCC
- VIII. Performance Metrics

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Andover School Department-7

**DATE:** 10/10/2013

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
    - . SAU
    - . Rural communities
    - . RA, Adult Learners, Ed Techs, Pre-K and ECE
    - . 3 RAPs
  - II. Applicant Experience
    - SPED teacher 38-year exp., M. Ed-Literacy, ABD
      - Lit and Math
    - Principal/Sup-27years in teaching and Admin: curriculum/instruction and assessment-has grant experience
    - 3 exp staff
  - III. Program Design
    - Small remote community 800 residents; 2 Ed techs, 1 ER waiver
    - To promote existing Ed Tech 1à 2, ECE Teacher, and Teacher of record(degree)
    - College competencies for OJL
    - MCCS/UM for college credits
  - IV. Equity
    - Ed Techs I-retain workforce
    - Nothing of significance—will be dependent on one another
    - No recruitment strategy
    - \$500 stipend per trimester
    - Promote from stagnant wages to livable wages
  - V. Sustainability
    - UMF for practicum students
    - Using local funds and budgetary funding to offset college costs
    - UM residency program
- Advocates to support and promote existing staff
- VI. Budget
    - . Req. \$41,236
    - . Per Apprentice: 2@ \$6000, 1 @ \$4000
    - . Training: \$35,664
    - . Leverage: \$9236à y1 \$4618, y2 \$4618
  - VII. Partnership
    - . None
  - VIII. Performance Metrics
    - 3 RAPsà no areas of diversity based on the lack of people



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Southern Maine Community College-8

**DATE:** 10/10/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

**\*\*Evaluator works with this entity to support RAPS\*\***

\*\*\*\*\*

**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - . Higher Ed, Work Force, PoC, Multilingual Ind.
  - . RAPS
  - . Adult Learners, Ed Techs
  - . RAPs 75
- II. Applicant Experience
  - . Oldest CC, 40 AA degrees
  - . Multiple campuses
  - . Collaborations with school districts
  - . Flexible schedules
  - . Educator Apprentice cohort in Gorham schools, which was made possible through extensive collaboration between Gorham’s superintendent SMCC’s academic and workforce development offices, Maine Department of Education, Maine Department of Labor, and Harold Alfond Center for the Advancement of Maine’s Workforce.
- III. Program Design
  - . Already active Intermediary Sponsor of RAP
  - . Begin as Ed Tech I à EdTech II
  - . USM degree/partners
  - . Multiple on and off ramps
  - . Multiple school districts in alignment
  - . Grow educator trainers
  - . Add’l School departments
  - . Training offered to meet demand in various locations
- IV. Equity
  - . Target audience identified in RAP
  - . Unrepresented populations
  - . DEIA-meeting set in place plans to serve other populations
- V. Sustainability
  - . Partnership with school departments and University
  - . Free college for graduates—but what about others?
  - . No matching from other funding sources?
  - . Braided funding from school districts—risky to sustain program.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

VI. Budget

- Req: \$269,240
- RAPS-75. Cost perà \$3590
- Training: \$14,520/75?? 196.60 per RA
- Admin costs: ??? what are they spending this on?

VII. Partnership

- Maine Education Association (MEA)
- RSU 01, Brunswick Public Schools, RSU 05, Portland Public Schools, Sanford Schools, RSU 75 / MSAD 75
- University of Southern Maine (USM)
- Educate Maine
- JMG
- MELMAC
- In Her Presence, Greater Portland Immigrant Welcome Center, New Mainer Welcome Center, Prosperity ME
  - SMCC
  - Maine Community College System (MCCS)
  - Harold Alfond Center for the Advancement of Maine's Workforce
  - Local Workforce Boards
  - Maine State Workforce Board

VIII. Performance Metrics

- NO diverse populations identified

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 34

**DATE:** 10/12/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
    - . PoC, Multilingual, Pw/Dis, Rural communities
    - . Indian Island School, Maine Indian Education
    - . Pre-App-26
    - . RA-36
    - . Navigator
    - . HS pathway, Adult Learner, Ed Tech, Prek-12, ToDS, ELA, Math, Adapted PE, Principals, Multilingual
  - II. Applicant Experience
    - . Educator Prep/placement
    - . Applicant is chair of Education Prep committee
    - . Fast Track to Ed Tech III
    - . Educator Accelerator Program
    - . Dr Doty-adjunct education professor, asst superintendent-serves on advisory boards at EMCC and Husson, and Maine Teacher Residency.
      - . Exp in strategic partnerships
      - . Federal grant admin
      - . Educ Assoc. rep
  - III. Program Design
    - . Identify and Asses clear competencies -OJL, technical training
    - . Increase on ramps and pathways for learners
    - . Affordability
    - . Est 8 Pre-Apps in 2023-24, 18-2024-25
    - . Collaboration with 4 post-secondary partners
    - . 12 RA-2023-23 and 24 in 2024-25—when will this take place? How? Who will be responsible for this to take place and administer this process in this timeline?
  - IV. Equity
    - . Adult Ed partners and others for recruitment
    - . DEI-Inclusion Maine Conference-Education plan
    - . Recognized transportation barriers
- Books, fees, etc.
- Housing barriers-based on need
  - Mentors-\$500 stipend per semester, RA; \$200 Pre-App (do they fully understand this concept of Pre-A and RA?)
  - Wages—Ed Tech II makes more \$\$ than Teacher\*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- V. Sustainability
    - Working with UTC??
  - VI. Budget
    - Navigator-y1, \$42, 500; Y2 \$62,500—is this including benefits?
    - Training costs: \$56,600—based on recruitment of eligible candidate receiving free MCCS tuition
    - Mentor-\$38,800
    - Reqt:\$249,560
    - Per App: \$3835 (Y1), \$4116 (2) = Total: \$7954
  - VII. Partnership
    - 10 varies levels of CBO
    - 5 letters of support
  - VIII. Performance Metrics
    - Youth -10
    - Women-10
    - PoC-1
    - Disabilities-1
    - Multilingual-1
- Unemployed-1

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Sanford School Department

**DATE:** 10/12/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - SAU
  - People w Disabilities
  - RA-24
  - Adult Learner, Ed Tech, ToSD K-12
- II. Applicant Experience
  - Offers career path night classes in welding
  - ELO and Internship Instructor
  - 2022-work to learn classes with elective credit
  - Building Ed Tech apprenticeship (modeled after Gorham)
- III. Program Design
  - Promotion of Ed Techs by design
  - 12 RA per year 24 in grant cycle
  - SMCC classes
  - Adult Ed hosts classes to certified teachers
- IV. Equity
  - Employed Ed Techs in Sanford Schools
  - FEDCAP
  - Goodwill WF Solutions
  - Voc Rehab
  - Community Business and existing partnerships
  - Evaluate supportive services needed
  - Existing teachers will mentor-\$1000 per year stipend
- V. Sustainability
  - Partnership between SMCC and Sanford Sd
  - Leverage existing course reimbursement funding
  - Title II funds
  - No potential risk at this time.
- VI. Budget
  - Req: \$107,928
  - Costs per: \$4497
  - Training costs: \$61,928
  - Mentor cost: \$36,000
  - Leverage: \$56,982
- VII. Partnership

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Sanford Adult Ed
  - SMCC
  - Sanford Federation of Teachers
- VIII. Performance Metrics
- 11 women served
  - 2 Youth
  - 12 Upskilled

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Maine Farmington

**DATE:** 10/12/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - H Ed, PoC, MultiLing, Pw/Dis, Rural Communities,
  - Ra-24
  - Adult Learner, ECE PreK-8, ToSw.Dis,
  - **Would like to be the Intermediary Sponsor and RTI Provider**
- II. Applicant Experience
  - Training for teachers 0-8 yrs
  - offers a stand-alone Bachelors of Science in Early Childhood Education (ECH)
    - on the UMF campus (classified by NCES as a rural remote town
      - Bachelors of Science in Early Childhood Special Education (ECS).
    - at a satellite program at Southern Maine Community College (SMCC) in Portland
  - experience offering programs to both traditional-aged students and adult learners.
  - experience offering coursework using multiple modalities.
  - UMF serving as one of only three nationally accredited teacher education programs in Maine
  - full Maine State Board of Education approval
  - **curriculum** is comprehensive and aligns with state and national standards for early childhood education. It
  - receive an 081 Teacher of Young Children B-K Certification, an 029 Early Elementary preK-Gr. 3 Certification, and a 282 Teacher of Young Children with Special Needs Birth to 5 Certification.
  - 8 qualified staff

highly trained and knowledgeable teacher education staff and offer navigational support designed specifically for adult learners.

  - re-evaluation of our curriculum to align with National Association for the Education of Young Children (NAEYC), the Division of Early Childhood (DEC) of the Council of Exceptional Children Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards
  - current staff have also obtained their degree through UMF's on-campus and off-campus ECH and ECS Programs
  - UMF also works with the Lewiston Public Schools, providing courses to teachers in ESOL
- III. Program Design

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- courses were changed to 3 credit courses fully align with community colleges and other universities in Maine, allowing for **easier transfer of coursework**
- structure **articulation agreements** with the 6 programs in the state for which we have agreements for our ECH program
- positioned for **growth and expansion** to include apprenticeship options.
- Program supports multiple students in program
- Supports student teaching- 24 pre candidacy/39 credit post candidacy (can these apply to OJL?)
- Accelerated learning for adult learners
- developed strategies to integrate courses using **multiple modalities** into our programs and share courses from different disciplines (ECH, ECS, SED) to **optimize enrollment and efficiency in course offerings and cycling**. Will these overlap in RA and OJL application?
- **UMF would administer the funds, providing subcontracts or subawards to Promise and Maine AEYC's T.E.A.C.H. Program**
- **UMF will utilize funds to support** faculty curriculum development and instructional support for apprentices (OJL & Related Instruction, and the development of supplemental course content available online) and to support the hiring of additional staff to help with course instruction.
- o will help provide mentor support, marketing/outreach, and a site-based grant manager.
- o UMF will collect data and information for reporting on project progress and key performance indicators.
- o site-based grant manager has experience doing this with another Maine Jobs and Recovery Program Grant they currently have through the UMS.
- Grant funding will help to expand educator training capacity through the development of a competency-based model of instruction in early childhood and early childhood special education.
- enroll and serve 24 apprentices located at Promise and other early childhood centers and preschools in the region
- Fund program to reach 18-24 adult learners to Bachelor's degree
- Using TN GYO model-assess needs, certifications, best practice in course work, criteria for RA, strategies, access supports, and more
- instruction for apprentices would likely begin starting June 2024
- faculty member or adjunct hired by the department would examine the competencies apprentices need to work on, based on the OJL diagnostic assessment.
- o receive 3 credits of compensation for guiding 10-12 apprentices through 6 credits of content using Brightspace.
- o Apprentices could receive 6 credits, the faculty member 3 credits
- Mentors will be paid a stipend to evaluate competencies in the classroom, supported by UMF faculty who will engage in training/professional development with sites after the program and curriculum is developed and as sponsoring sites are added
- o At least 2000 hours of OJL will be utilized to facilitate competencies.



## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- Faculty who participate in the development of this program will be paid a stipend to develop the curriculum and collaborate with our partners

### IV. Equity

- Listed partners are dedicated to support the adult learners.
  - Diverse populations to be served
  - Multilingual learners-New Mainers

DEI Plan, we will utilize several of the State of Tennessee's (2022) best practices:

- o examining employee, site, and community needs
- o developing apprentice selection criteria to help meet employer needs, community needs, and to diversify the workforce
- o matching strategies and mechanisms to support apprentices and classroom mentors with their experiences and needs
- o determining the best way to access and implement supports to assist all apprentices/adult learners in achieving their goals.
- **experience serving and meeting the needs of students from diverse backgrounds** so we can continue to diversify the teacher workforce in the state economically, geographically, culturally, and linguistically.
- **have experience and have built capacity regarding ways to holistically support students who are becoming new teachers.**
- mentor recruitment and selection process
- Mentor training and PD
- Compensation and other supports: \$1500 for each mentor and microcredential
- BS-Education-Increased income

### V. Sustainability

- Partnerships
- Scholarships
- Articulations
- Pell Grants
- Grant-funded instruction
- Risk- tight timeline for grant, instruction, and applicants

### VI. Budget

- Total req't: \$144,000/ \$6000 RA
- Training:0
- Admin: \$2000
- Mentor:\$45,000
- Leverage: \$0

### VII. Partnership

- Promise Early Education Center
  - 4 locations: Lewiston, Auburn, Livermore Falls, Spruce Mountain
  - Home-based program serving Androscoggin County
  - **Would like to be RA sponsor**
  - **Promise would be awarded subcontracts** to support payment of mentor teachers for the apprentices, stipends for staff and community members to participate in a newly established Apprenticeship and Training Committee,
- .025 FTE T.E.A.C.H. Counselor/Navigator,

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- .025 FTE to the T.E.A.C.H. Program Director
  -
- Maine Association for the Education of Young Children’s T.E.A.C.H. Program.
- **Intermediary Sponsor- Maine AEYC T.E.A.C.H Program**
  - offers scholarships and support for educators that meet criteria
    - 90% of tuition and books
    - Travel stipend
    - \$250-600 bonus for scholars for completing contract
- 13 T.E.A.C.H. Scholarship

VIII. Performance Metrics  
Two letters of support

**RFP #:** 202307161  
**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program  
**BIDDER NAME:** MSAD 52  
**DATE:** 10/12/2023  
**EVALUATOR NAME:** Wendy Kostenbauder  
**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Eligibility and Proposed Apprenticeship Program Information
  - Adult Ed, PoC, MultiLing
  - Pre-A-15 and RA-5
  - Ed Techs
    - Multilingual Teachers and SPED
- II. Applicant Experience
  - Director has 30 years of teaching
  - Fiscal responsibility
  - Preparing diverse populations for college
  - Partnerships with U Maine and MCCC
  - STEAM coordinator with strong fiscal background, partnerships, diverse learners
  - Success story-Nimo Moussa
- III. Program Design
  - Create 15 Pre-A expanding educators
  - Meets after school
  - College partners
  - Helping immigration in community
  - 3hr/week, 3 daysàcomplete 3 classes in 16 weeks
  - Varied delivery methods
  - OJL-MSAD 52 Admin unit
  - 9 credit/per semester

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Pre-Appà gain knowledge and credit hours to Ed Tech
- Entice Ed Tech from diverse communities to enhance learning to rural communities
- Partner with Adult and Community Education to fill vacancies
- RAP is in addition to other trainings
- Grant funding: 3 other grants AEFLA, MCCA, and MJRP

IV. Equity

- Recruitment and retentions of immigrants, PoC, and current Ed Tech I
- Increase diversity of rural Maine
- Increase minority representation in rural community
- Expose students to broader world views
- Assess the barriers-partner with FEDCAP/more to assess the barriers to participation
- Community rideshares

Peer educators—potential candidates for RAP

Recruitment will be developed with inclusion in mind

Boot camps, PD, meetings, and compensation

- Teacher's schedule is family friendly

V. Sustainability

- Partnerships with community college
- Education and school district funding
- Recruitment fund will be leverages to promote
- Federal and local funding
- Long-term connections with higher ed partners
- Quality programming
- Riskà promoting and retaining apprenticeship candidates

VI. Budget

- **No budget submitted**

VII. Partnership

- **No table included**

VIII. Performance Metrics

- **Nothing submitted—undetermined**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Public Schools

**DATE:** 10/14/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

**Directions:** Follow the sections of your RFP to develop a bulleted outline for notes. Delete the sample below and these directions and replace with your own outline based on your RFP.

- I. Eligibility and Proposed Apprenticeship Program Information
  - SAU
  - PoC, Multling,
  - RA- 42
  - Adult Learner, Ed Techs, ECE-Pre-K-8, ToS w/Dis Pre-K-12, ELA 7-12, MATH 7-12, MidLevel Sci 5-8, ESOL
- II. Applicant Experience
  - Student populations, 50% BIPOC
  - Increased BIPOC teacher 3à9%, 15à23%% Ed Tech BIPOC 2022
  - GOAL 50% BIPOC teachersàElevating Educators
  - Director role of BIPOC Career Pathwaysàincrease capacity
- III. Program Design
  - Offerings to 30 current Ed Techs and Techers in PPS
  - Model of paid practicum
  - Expand training to recruit SPED
  - Expand 21 trainings Y1, 21 Y2
  - Funding from Alford Grant
  - Y1-preparing Apprentices, Y2 serves 10 RA
  - Tiered model-multiple entry points
    - Tier 3-Apprenticeship—does this fully meet the RTI requirement?
  - Developing coursework
    - Potential partnership with SMCC
    - EMCC pathway to ED Tech III
    - UMFà current offerings to PPS
  - Training delivery per tier
  - OJL- meets min requirements and ONET codesà pathway to teacher certification
  - Grant management: Julia Hazel and PPS grant accountant
  - Will dove-tail into Portland Adult Ed
- IV. Equity

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- provide career advancement and a significant wage increase to BIPOC and multilingual staff members.
  - Additional supports for SPED teachers and Ed Techs
  - recruiting Apprentices who racially reflect the demographics of our student body
  - recruit at least 50% BIPOC staff to participate
  - collect feedback from Apprentices at the end of the 2023-2024 school year to help to improve and refine the program model for 2024-2025
  - funds allocated toward providing supportive services to
  - apprentices primarily going toward international credential evaluations, including translation fees and course textbooks
  - Assess support services
  - Tier 1-4
  - Ed Tech to Teacher → Sustainable wages
- V. Sustainability
- Long term partnerships
  - pilot Elevating Educators program
  - Barr/TNTP grant that provides technical support
  - equity-oriented revisions to our hiring practices and personnel data reviews
  - Maine Community Foundation-educational Scholarships
  - investments to our local budget
  - seek out grants
  - Risk → cost of living in Portland, cost of legal work documents, unable to finish because of other commitments, noncompleters
- VI. Budget
- Req: \$252,000/ \$6000 per (budget in table)
  - Leverage: \$275,920
  - Training: \$149,000
  - Admin: \$5500
  -
- VII. Partnership – Two letters of support: PAE and SMCC
- Portland Adult Ed
  - Maine Educator’s Consortium
  - SMCC and EMCC
  - UMaine Farmington
  - USM
  - Portland Education Association
  - CBOs-4
  - WFD-Goodwill Workforce solutions, Diversity Hiring Coalition
- VIII. Performance Metrics
- 42 Ras  
17 Y1, 21 Y2  
New apprentices registered with MAP 21 21 42  
Apprentices completing programs 17\* 17 finishing any of the four tiers. 21\*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

21 finishing any of the four tiers.39

New occupations registered with

MAP 3 Early elementary teacher ESOL teacher Special Educational teacher 3

Number of current education technicians upskilled 6 10 16

(more will be upskilled by

benefit of this program,

but I expect it to take

more than the 2 years).

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Adult Education

**DATE:** 10/15/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

**Directions:** Follow the sections of your RFP to develop a bulleted outline for notes. Delete the sample below and these directions and replace with your own outline based on your RFP.

- I. Eligibility and Proposed Apprenticeship Program Information
  - SAU
  - PoC, Multitling
  - Pre-App-42
  - Adult Learner, Ed Techs ECE, ToS w/ Dis Pre-K-12, ELA 7-12, MATH 7-12, MidLevel Sci 5-8, ESOL
- II. Applicant Experience
  - program design to meet employer needs while addressing student skills gaps, with a particular focus on non-native English speakers.
  - serves approximately 2,000 non-native English-speaking immigrant students each year
  - Conditional terms to work while awaiting working credentials
  - NMRC bridge to employment opportunities
  - FY23, PAE was awarded a grant from MDOL Apprenticeship Program to develop and implement three new pre-apprenticeship programs in partnership with apprenticeship employer sponsors.
  - partners with over 20 employers on its multiple sector
  - specific training programs in healthcare, education, financial services, and transportation
- III. Program Design
  - reorganized to create a more structured Workforce Training Department that focuses specifically on building partnerships with employers and building programs to meet their needs by addressing student barriers to employment
  - NMRC/PAE worked with teachers and administrators at Portland Public Schools to design and implement the curriculum and provide advising and support to help address the barriers students face in progressing within the education sector.
  - PAE currently manages an annual budget of \$3.6 million, including 26 federal, state and private grants. PAE, as part of Portland Public Schools,

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

manages its grants with oversight from the District's Finance Executive Director. PAE has a dedicated Finance and Grants coordinator who oversees both revenues and expenditures at the school level

- The Assistant Director will act as the grant manager, providing oversight of grant implementation, monitoring performance metrics and overseeing grant reports and submissions

IV. Equity

- increase the number of under-represented workers in the field of education and specifically at Portland Public Schools through the Educator Pre-Apprenticeship program in collaboration with Portland Public Schools' proposed Educator Apprenticeship program
- recruit from current and waitlisted students, alumni and prospective students for the Educator Pre-Apprenticeship program, all but ensuring attainment of the project's target community goals
- creating new training opportunities and partnerships which will increase our graduates' access to on-the-job-learning in the education field, while being paid through the expansion of registered educator apprenticeship programs in Maine.
- DEI-Hire, market, student support and barriers to employment, feedback. Support inclusive and diverse workplace
- Supportive services:

V. Sustainability

- PAE plans to work with school administrators and directly with the Director of BIPOC Career Pathways & Leadership Development of Portland Public Schools to develop a pre-apprenticeship to apprenticeship pathway which will support the recruitment, retention, and growth of BIPOC educators.
- Partnerships with METRO DiriGo Bus Pass
- Leverage funding up to \$21000-fees
- Grant funds
- Referrals to social services agencies for wrap around services

VI. Budget

- Req: \$252,050/ \$6001 per
- Training: \$24,780
- Personnel costs: \$164,834
- Admin: \$ 57, 436
- Leverage: \$112,425

VII. Partnership—Letters of Support

- PPS
- Gorham Public Schools
- PEA
- SMCC
- MDOE
- Cumberland Adult Ed and Career Dev hub
- COBs-MIRC, State Refugee Advisory Council, Catholic Charities
- WFD\_God will City of Portland
- FEDCAP



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

VIII. Performance Metrics

Y1, 21; Y2 21

Upskilled: 10

Women: 32

PoC: 32

Multiling: 32

Unemployed: 20

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Central Western Maine Workforce Board

**DATE:** 10/15/2023

**EVALUATOR NAME:** Wendy Kostenbauder

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

**Directions:** Follow the sections of your RFP to develop a bulleted outline for notes. Delete the sample below and these directions and replace with your own outline based on your RFP.

- I. Eligibility and Proposed Apprenticeship Program Information
  - Workforce Development
  - PoC, Multiling, People w/ disabilities
  - Pre-A, RA. Industry based
  - Adult Learner Pathways
  - Ed Techs, Tos w/ Dis Pre-K-12, ELL (K-12)
  - Ra-12
  - Pre-A-25
- II. Applicant Experience
  - Work with industry and community leaders to develop solutions to challenges
  - board plans to partner with the Lewiston Public School (LPS) to develop an approach that could be replicated by all other school units in the region
  - Recognizes the need and shortage data
  - Need for a navigator
  - Understands the need in Lewiston PS
  - executive director of CWMWDB has 24 years of experience working in higher education at one of the University of Maine System's smaller campuses that developed a specialized teacher certification program for students who already had a bachelor's degree
  - combined experience can help develop a Scope of Work for an Apprenticeship that would meet the various needs of individuals with very different levels of education and experience. The strategy could then be replicated and adapted for the region and state.
- III. Program Design
  - Employing an educational navigator
  - initial pilot to develop, through trial and error, the pathways to navigate through the multiple systems and find alternative ways to educator certification.
  - this pilot will serve 25 trainees per year within Lewiston Public Schools
  - **Specific for Apprenticeship Navigator position**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

IV. Equity

- Match of demographics
- DEI through LPS
- Supportive services-use funds to back fill support services
- Mentors are in place—using Navigator to mentor
- Ed Tech I is above minimum wage---is that a sustaining wage to survive?

V. Sustainability

- Hopes that partnerships will develop and use the Workforce Development Board and other partners to assist in training.
- Braining funding through 14 partners of the WIOA act
- MCCS Compact

VI. Budget

- Req: \$150,000/ \$6000 per
- Personnel: \$6500
- Leverage: \$10,000
- \*\*See budget narrative\*\*

VII. Partnership

- Lewiston Public Schools
- Lewiston Education Assoc
- CMCC
- UMF
- CWMWFD
- No CBOs
- Lewiston Adult Ed

VIII. Performance Metrics

25 Pre-A

12 RA

Women-10

Upskilled-12

People w/ Dis 2

Multilingual-12

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** North Haven Community School

**DATE:** October 5, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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I. Organization Qualifications and Experience

- Island community is target population
- Intended reach is small 7 apprentices, 6 pre-apprentices
- Focus on special ed teachers
- Lead applicant has previous experience with student teachers apprenticeship model
- Knowledgeable about range of community dynamics that affect recruitment
- Thriving ELO and internship program that could develop into PR apprenticeship
- Mention of already doing a pre-apprenticeship model for early childhood
- Relationships with higher ed—Bowdoin, Colby, UMaine

II. Program design

1. Services to be Provided

- Capacity will expand from zero to 12 to provide teacher training
- Transportation barriers prevent special ed supports—this would build on island capacity in OT, speech, interventions
- Modeled after USM's extended teach education program
- 9 month pathway for current ed techs—funding would support an in person adjunct instructor or hybrid courses
- Question if these courses align with certification requirements
- OJT will align with DOE standards
- Would result in Maine conditional certification
- Is that possible after 9 months and 6-9 credits?
- Early childhood
  1. Principal is already adjunct professor at cmcc
  2. Work with community partner to prep pre-apps for associates in ECE
  3. Will include transportation
  4. Need a little more information on the training curricula for pre-apprenticeship
  5. Stipends may be available w/ grant funding

- Re grant management capacity—didn't provide prior experience managing a state grant
- Did tie these programs into strategic goals of their org
- This doesn't meet apprenticeship number of hours...what credential do the apprentices receive? Are they teachers after just 9 credit hours?

### III. Equity

- Lists lots of community partners orgs though unsure about the diversity component of these orgs
- Like that the focus can also help the childcare center recruitment challenges
- Will use funding to help defray transportation costs
- Apprentices who work full time would have daylong childcare through the school or preschool program.
- Mentors would receive stipends
- Funding would support the accelerated degree program—funding would cover tuition

### IV. Sustainability

- Would seek funds from foundations and town administration

### V. Budget

- \$77,000 total
- 6,000 per individual served
- Leveraged funds from adult education
- Most of budget is on training—less on personnel
- Mentor stipends only \$500

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** MSAD #1 / RSU 79

**DATE:** October 5, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

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I. Organization Qualifications and Experience

- Focus on rural, adult learner pathway
- Focus on special ed, ed tech, math & ELL teachers
- Total reach—12 apprentices
- Relationships with NMCC & UMPI
- Existing two year mentorship program for all new educators
- Build on UMPI model that supports ed student in gaining work experience and earning college credit—this would formalize as apprenticeship
- Pathway—ed tech I to ed tech II and III
- CACE will manage outreach for apprenticeship and support in other districts—CACE board will have advisory role
- 

II. Program design

1. Services to be Provided

- 12 apprentices to complete program
- UMPI to provide classroom training
- Need work on and off ramps
- Similar to Gorham program—courses in psych, math, literacy
- Would use associates program though UMPI for special ed teachers as model
- Use UMPI Your Pace and develop LMS for class work and OJT
- 31 credits would be through OJT—still working on which courses and want to build in choice for coursework
- Credentials—ed tech II, III or teacher in K-8 and special ed
- Next step—CTE/early childhood, dual enrollment but want to focus on adults first and then young adults
- Grant experience with federal and state grants
- 

III. DEIA

- Plan is to recruit current employees

- CACE will help advertise and recruit
- Monthly meetings and mentorship as feedback processes
- Employing an apprenticeship navigator to monitor apprentice progress and needs
- Focusing on first gen and low income workers
- Exploring childcare options with ACAP
- Mentors would be identified based on experience—could be teachers or ed tech III
- Look at building on current mentor training
- Annual mentor bootcamp
- Mentors would have 1-2 apprentices, stipend
- Average entry level wage for ed tech I is \$19k-would like to know earnings growth
- Estimated that all would be women participants.

#### IV. Sustainability

- Districts able to use title II funding to support PD and teach mentor programs
- May be able to leverage CACE funds to sustain
- Local funds for pd and entitlement funding can be used for special ed teachers
- Risk is if UMPOI stops supporting the academic side as NMCC is not set up for flexible learning

#### V. Budget

- Total is the min award at 75k so price per apprentices exceeds by a bit
- No budget narrative
- Not sure what the personnel cost is for
- Isn't there an apprenticeship navigator
- Need more detail on training costs and mentor comp

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Regional School Unit 19

**DATE:** October 5, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

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I. Organization Qualifications and Experience

- Etna, Hartland, Newport
- Both pathways
- Audiences—all, people of color, MLL, people with disabilities
- 15 apprentices, 5 pre-apps goal
- Between two cities that are able to pay more
- Many teachers were students—this will help keep students here
- Partners are tri county tech, UMS and Cianboro
- Current partnership trains ed tech in behavioral health
- New partnership between RUS and UMF will allow current ed techs to have pathway to teacher
- Grant will allow expansion and provide support services to promote participation to others
- On staff already is a staff grant coordinator and teacher mentor coordinator
- Partnership with NAACP and two local churches to connect w/ refugees

II. Program design

1. Services to be Provided

- 70% of individuals who grow up in Aroostook stay, so important to upskills
- Survey said number reason staff don't see to advance is lack of payment
- 10 trained in year 1 and 10 trained in year 2
- Classroom training by UMF, online and remote and in person w/ transportation provided by district
- Credit will be awarded for OJT though unclear ho much
- Special education director, existing mentors and grant budget coordinate will oversee the grant

III. DEIA



- Strengthen partnership w/ NAACP and local church sponsoring families
- They will create a diversity promotion and hiring committee
- Partnerships with NAACP, Inclusion Maine and MMC
- Mention of helping candidates connect w/ emergency licenses and certifications from diverse backgrounds
- Survey staff and students to measure inclusion
- Disaggregate data
- Partner w/ diverse apprentices to support recruitment
- Grant will support transportation needs, existing partnerships will support other clothing/childcare needs
- Mentors will receive training and increased components
- No mention of wages provided to these individuals—increase of ed tech to teacher would be 30% increase

#### IV. Sustainability

- Allow to send more participants to yearly apprenticeship program w/ UMF
- Funds uses for tuition, transportation, childcare, tech, new instructors, DEIA recruitment, and mentor training
- No mention of how existing funding will be braided or used to support
- Train the trainer programming will help sustain
- Mention of earn while learn through grant allowance—need to clarify that this grant can't pay wages

#### V. Budget

- No budget narrative
- Travel seems high—if for apprentices than supportive services exceeds the 5% allocation
- Cost per is right on the limit
- 240,000 total
- No leverage or in kind

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** University of New England

**DATE:** October 10, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

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VI. Organization Qualifications and Experience

- Focus on people of color, multilingual
- High school & pre-apprenticeship focus
- General elementary, science, math, English focus
- Total pre-app estimation: 16-20
- Current school of education graduates 20 certified teachers per year
- Builds on existing grand funded program that recruits HS students from key communities for summer camp and yearlong peer mentoring to support college application—turns this into a formal pre-apprenticeship
- Mentioned current grant though didn't mention grant admin expertise

VII. Program design

1. Services to be Provided

- Students would work in an academic setting and receive college credit
- Trainees would work as academic tutors in Biddeford school multilingual programming over the summer and paid
- Fellow will work 80 hours total under supervision and receive college credit
- Need more info on what college credit will be earned
- Target is matriculating college students
- Unsure about the industry credentials earned or specific competencies demonstrated
- UNE coursework, Biddeford school OJT
- Supervisor from Biddeford school and UNE
- Stipend for teaching and 3 credits of free college tuition
- Project director and PI on staff will oversee the program

VIII. DEIA

- Work with school counselors to identify rising seniors to participate

- Need a little more info on priority communities for current grant
  - This grant will support a stipend and transportation reimbursement
  - Would have liked to have seen metrics in priority communities based on current reach today
- IX. Sustainability
- Increase capacity to teach multilingual learners
  - Students need to be enrolled in an approved EPP college program
- X. Budget
- Low personnel costs—leveraging existing staff
  - Support services should include stipend which exceeds 5% of the grant
  - 97,000 total request
  - Less than 5,000 per trainee
  - Full budget narrative provides helpful detail
- XI. Partners
1. Not sure that Biddeford school dept counts as educator association—may be missing required partner

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Brunswick School Department

**DATE:** October 10, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

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- I. Organization Qualifications and Experience
  - Focus on people of color and MLL
  - Apprenticeship w/ adult learner focus
  - Social ed teacher focus
  - 12 apprentices served
  - Will build on Gorham program, and partnerships such as Bowdoin, Greater Sebago Education Alliance
  - No mention of previous grant management experience
- II. Program design
  1. Services to be Provided
    - 8 ed tech and 3 special ed teach vacancies
    - Aligned w/ strategic plan of recruitment & diversity
    - Send 12 apprentices to participate w/ Gorham program
    - Funds will support mentor stipends, travel, childcare reimbursement
    - Quick turnaround—will use funds to have apprentices in January 2024 cohort in Gorham
    - Does mention business office, budget and audit handling experience
- III. DEIA
  - Focus on New Mainers and supporting them from Ed Tech I to next levels
  - Will survey each apprentice for individual level needs
  - Partner w/ orgs to provide childcare & transportation support
  - Unclear about their recruitment plan or community partners
  - DEIB included in strategic plan so brings some accountability
  - Proposed half all apprentices served will be MLL
  - Wage increase around 10%--though ending wage still quite low at \$31k
- IV. Sustainability
  - 61 credits through SMCC will leverage free community college program
  - They'd sustain mentor stipends through local budget

- Risk that they cannot recruit
- Recruitment plan was not specified
- Unclear how this program will be sustained other than mentor stipends beyond grant
- Also unclear if this grant expands capacity beyond Gorham

V. Budget

- 105,000 total request
- Cost per is right under 6k
- No budget narrative
- 45,000 for training but not sure for what
- Supportive services exceeds 5%

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** University of Southern Maine

**DATE:** October 10, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Focus on Cumberland, York & Washington counties; MLL focus
  - 21 apprentices, 15 pre apps
  - Special ed teacher focus
  - USM has expertise designing program w/ Gorham, apprenticeship starts in 2024
  - Research service center has primary function of managing grant awards
  - Grant will expand access to Westbrook and Calais
- II. Program design
  1. Services to be Provided
    - Unsure how this grant expand existing program in Gorham—adds 15 apprentices and 5 pre-apprentices in Gorham→ is that through Westbrook?
    - How will this program in Calais work w/ existing WCCC program? Or duplicate?
    - Pre-apps will take one or 2 college courses at USM either online or in person, 45 hours for each course
    - Pre-apps will have clinical experience in home district
    - No credentials will be earned—can we push that this translate to something?
    - Mention of USM early college & concurrent enrollment options—but not sure how this program will integrate vs duplicate those
    - Full time apprenticeship employment at end of pre-app program in all three districts
    - Pre-apps will receive guidance on application to SNMCC or USM program
    - Job duties will be based on ed tech II
    - Included a program evaluator in grant proposal at USM
- III. DEIA
  - Will build into existing Westbrook & Calais DEI plans

- Grant will provide planning capacity for pre-app to build on existing approaches of future teachers academy, early college and concurrent into a more robust program
- No mention of community partners
- Evaluator will collect and report on diversity goals and help to create more inclusive environment
- Mentor recruitment and training—well thought out
- Mentor stipend is \$1000 per mentor

#### IV. Sustainability

- Grant will support USM ed tech III and teacher apprenticeship—but that's already part of Gorham grant.
- Leveraging free community college for apprentices & pre-apprentices
- Grant funding will support tuition as a training cost
- Leverage Gorham staffing approach—does this mean long term sub model?

#### V. Budget

- Total request: \$162,000
- Provided budget narrative
- Will hire a graduate assistant to serve as apprenticeship navigator
- Tuition for 21 pre-apps and apprentices
- Supportive service not specific—just max allocation
- Contractual includes—DEI plan, evaluation, pipeline development team
- In-kind—staffing support

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Andover Elementary School

**DATE:** October 10, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Oxford county
  - Small school—only 26 students and 14 staff
  - Already identified three staff to participate
  - Grant management experience w/ state and federal
  - Current relationships with UMF
- II. Program design
  - Identified candidates who already live and work in district to get to Ed Tech II and early childhood teacher
  -
- III. DEIA
  - Rural workforce—little available housing so trying to keep folks in community
  - Two mentors for each apprentice
  - \$500 stipend per semester for each mentor
- IV. Sustainability
  - x
- V. Budget
  - Request was \$41k—which is under the minimum allowed
  - Also exceeds \$6k per apprentice ratio significantly
  - Most is on training and some on mentor comp
  - Are there other training programs to help these individuals??  
CSSP?



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** SMCC

**DATE:** October 10, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Notes the SMCC has flex schedules and modalities
  - Wants to expand Gorham model
  - Current working w/ multiple academic and workforce offices and state agencies to manage and braid grants
- II. Program design
  - Focus in Portland, South Portland, Bath, Brunswick
  - Adult learner pathways
  - Goal is 75 apprentices
  - Bath, Brunswick, Freeport, Portland, Sanford, Topsham, and Wiscasset are target areas—unclear how this is duplicative of request from Brunswick and Portland school districts
  - Training expanded to host in SoPo & Midcoast campus
  - Demonstrated competency for 30 hours of credit
  - Need to complete 4 more courses beyond Ed Tech II to earn associates
  - Will hire a part time student success navigator
- III. DEIA
  - Multilingual educators is of particular interest
  - Will work w/ In Her Presence, NMRC, and new mainer workforce navigator—but to do what? Unclear
  - Other than partners—DEI plan is pretty lacking—how to get feedback, metrics, accountability, recruitment
  - Mentor recruitment & training have a clear plan, compensation is less clear
  - Metric were incomplete—would have liked to have seen some sort of estimation at least for demographic groups
- IV. Sustainability
  - Perkins fund can be used for childcare
  - High school graduates can leverage free MCCS funding and MJRP will be leveraged if possible

- Sustainability plan is tuition remission through districts—though unsure if that's a commitment by SAUs
- V. Budget
- \$270k total
  - More than half on personnel—though unsure who?
  - Tuition costs are relatively low—are they planning to leverage MJRP for all of this?
  - Cost per trainee—relatively low at 3500
- VI. Partners
1. Mention of local boards and state workforce board though unclear what their role will be

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** RSU 34

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

I. Organization Qualifications and Experience

- Penobscot River Educational Partnership with 22 districts, EMCC, UMS and Husson
- Lead of regional ed prep committee
- Informed EMCC learning facilitator model
- Educator accelerator program—hire pre service educators for school based training, mentoring
- Asst superintendent is adjunct at UMA and on board for Maine Teacher Residency

II. Program design

- Preapp partners are SAUs, CTE—26 total participants
- Use apprenticeship as a way to integrate existing offerings in an easy pathway—from Ed tech III to condition teacher to full teacher
- 36 apprentices
- Hire an apprenticeship navigator
- Adult learner—EMCC learning facilitator program
- Training will be at the school with remote instruction and cohort based in person
- Training will begin in January 2024
- Commitment to competency based credit though unclear how many
- Pre-apprenticeship: credentials like CPR, 1<sup>st</sup> Aid, etc.. 45 hours of classroom training and OJT
- Will launch an ed prep program at CTE in 2024 and leverage EMCC dual enrollment
- Build Husson model with field work as well
- Will work to offer paid employment during pre-app as tutors or summer staff
- Navigator will help pre-apps connect with RAP

III. DEIA

- Partnership with CAP agency and adult ed to recruit
- Undergoing year long work w/ DEIB consultants
- Will survey participants via apprenticeship navigator

- Lots of community partners mentioned to help with wraparounds supports
  - Mentors will receive \$200-500 stipend
  - Mentors will build on existing training
- IV. Sustainability
- Yes will help form articulation agreements among existing partners
  - Leverage funds from free tuition, book benefits in CBA, existing training
- V. Budget
- Nearly max request at \$249k
  - Nearly half is for the navigator
  - \$163k leveraged
- VI. Partners
1. Letter of support from education association

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Sanford School

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Solid adult ed and CTE partnerships
  - Working with AGC apprenticeship immersion
  - Existing ELO, internship and earn and learn programs
- II. Program design
  - 24 apprentices
  - Ed tech II to III—adult ed and SMCC would create
  - Didn't mention competency based credits
  - Mention of can also continue to teachers—but didn't name partner
  - No mention of previous grant experience
- III. DEIA
  - Noted focus is people w/ disabilities
  - Current ed techs are focus
  - Mention of fedcap goodwill and BR
  - Adult ed will access barriers and refer to partners
  - Current supervisors will serve as mentors
  - Training will be provided and support though not specific
  - Mentors will receive \$1000 per year
  - Intend on serving no rural, people of color, multilingual communities and all women
  - Ed tech wages are relatively low and no clear path to teacher
- IV. Sustainability
  - Leverage existing course reimbursement through CBA to pay for tuition and will sustain via title II
- V. Budget
  - Total is 107,000
  - Cost per train is 4500 total
  - Leverage costs include tuition and space
  - Personnel is for a coordinator though no additional detail provided
- VI. Partners
  - 1. Several not mentioned

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** University of Maine at Farmington

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

I. Organization Qualifications and Experience

- Partner with early education center and Maine association for education of young teachers
- Only program that offers bachelors of early childhood
- Offered on UMF and SMCC campus
- Courses offered online and during nights and weekend
- Realigned to make easier to transfer credits
- Promising partner in Lewiston and Auburn—would be sponsor
- UMF as intermediary sponsor and classroom training
- TEACH program provides scholarships, stipends, bonus, mentorship and pair release time

II. Program design

- 24 apprentices in adult learner pathway
- UMF has newly designed apprenticeship & training committee
- Program focused on bachelors of early childhood
- Provide stipends to faculty to align courses to pathway
- Will look at other states competency based models

III. DEIA

- Promise schools serve 50% people of color and 89% low-income students, 54% are MLL
- TEACH program has low income criteria
- Mention for MEIR as potential partner and CareerCenters to help with outreach
- Description of mentor program to have site based and similar backgrounds
- Will conduct surveys and focus groups with apprentices
- How will this program not duplicate efforts of New Teachers Academy and Teacher Rising
- Specific mentor recruitment criteria and mentorship training such as via instructional courses
- Mentors will earn \$1500 stipend and micro-credentials
- Focus is on bachelors b/c wages are 30-50% higher

IV. Sustainability

- Identified a number of funding sources and their limitations
- Said they would work with apprentices to unlock funding such as Pell and existing adult learner scholarships
- Said they will ask for continued line item though likely seek earmark request
- Risk of the timeline and not allowing enough time to complete bachelors

V. Budget

- Total request if \$144k, exactly 6k per trainee
- Paying partners to help with outreach and support is essential
- Stipends for curriculum development—good way to generate buy in—in addition to members of training committee?
- Apprenticeship navigator 25%
- Mentor stipends are most costly part of proposal

VI. Partners

1. Several mentioned

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** MSAD 52

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Partnered with EMDC for healthcare training
  - Served as grant and fiscal agent for other grants
  - Expertise at educator prep academy for ed tech I to iii
  - Currently managing major federal and state grants
- II. Program design
  - 5 apprentices, 15 pre-apprentices
  - Focus on upskilling ed techs to 2 or 3—focus on special ed and MLL
  - Three courses in 16 weeks—by adult ed?
  - Hybrid, online, remote
  - Class will focus on skills to pass praxis
  - Where will the apprentices be employed and supervised by who to do OJL
  - Apprentices are placed at MSAD 52 or nearby school
  - Unsure about the pre-apprenticeship program—not sure how its different from apprenticeship
  - Didn't mention competency based credit
- III. DEIA
  - Want to recruit New Mainer community from LA area to more rural towns
  - Major focus will be ELL And translation of transcripts—but unsure where the ELL comes in?
  - Will partner with fedcap and looking at rideshare from Lewiston
  - Community of peer educators to recruit?
  - Commitment that all students will be people of color and MLL
  - No mention of mentor stipend
- IV. Sustainability
  - Will leverage existing funds for recruitment
- V. Budget
  - missing
- VI. Partner
  - 1. Missing



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Portland Public Schools

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

I. Organization Qualifications and Experience

- Pilot called elevating educators—lessons learned include many wraparounds for certification advising, tutoring, case management, transcript evaluation
- Partners with PAE, education assn, SMCC and UMS

II. Program design

- 42 apprentices
- Focus on people of color, MLL, special ed teachers & ESOL teachers
- Tier 1 focuses on folks in non educational role and ed tech I and get them pre-apprentice to get to ed tech position or ed tech III
- Accelerated teacher ed is for ed techs with previous teaching experience—classroom training thru higher ed
- Half year practicum for conditionally certified to get certified?
- BIPOC new teacher coaching—not apprenticeship, just mentorships
- Lists a ton of higher ed options though unclear exactly what the partner is
- One person who is current direct will serve as intake case management, and navigator—may be too much for one role
- Pulled onet competencies for OJL and understands it will be 2000 hours
- Unsure where OJL takes places—all in PPS?
- pre-app is in separate proposal

III. DEIA

- Key goal of having staff that reflect communities in strategic plan
- Goal is that half of staff are BIPOC
- Dedicated staff to BIPOC communities
- PAE partners for recruitment
- Feedback from apprentices to improve

- Funds will go toward credential evaluation and mentors will identify other needs and refer to PAE to connect
- IV. Sustainability
- Aligned with
- V. Budget
- \$252k exceeds the max of 250k—though had to request that with the 42 apprentices
  - Lots of leverage funds from local budget funds
  - Most funds are for training though unclear exactly what for
  - Didn't allocate a navigator
  - Mention of t-shirts and food for events—not sure what
  - 8000 total for mentor stipends—not sure who gets a stipend
- VI. Partner
1. Very complete—several partners mentioned

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Portland Adult Ed

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Currently serve this audience with 2000 served
  - NMRC—experience with new mainer community and educator prep programs though education academy
  - Pre-apprenticeship experience with healthcare and energy
  - Already secured partnership with PPS which will be RAP site
  - Dedicated finance and grants coordinator
- II. Program design
  - 42 preapprentices
  - ESOL, special ed and ed tech
  - Grant will double capacity of existing education academy which serves 10 per year and create a pathway to reg apprenticeship in partnership with PPS
  - Taining will take place at PAE, PPS and online
  - Pre apprenticeship navigator that will receive ELL and digital skills and advisor
  - Pre-apps will get an interview with PPS
  - Pre-app will be unpaid—90 hours of instruction un paid is a lot
  - Credential—they will earn ed tech 3
- III. DEIA
  - 1600 current and waitlisted students—recruit from here
  - Solid DEIA plan
  - Mention of Fedcap, aspire, GA, VR and goodwill
  - Funds for certification fees, credential eval and loaner for compaers
  - Support services for gas cards, fingerprinting, cert fees, work clothes
  - Helps raise wages for ed tech 1 and 2 by around 6k
- IV. Sustainability
  - Leverage MJRP, MCCS and DOE funding
  - Future plans are to advocate for more funding—not super specific
- V. Budget
  - Good level of detail

- Total request exceeds \$250k—exactly at 6,000 limit
- Leverage funds is about half
- Biggest line item is personnel & admin—though instructor is largest number and could be included in training
- No mentor compensation

VI. Partner

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program FY 2024 Grant Funding

**BIDDER NAME:** Central Western Maine Workforce Development Board

**DATE:** October 12, 2023

**EVALUATOR NAME:** Sam Dina

**EVALUATOR DEPARTMENT:** MDOL

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**Individual Evaluator Comments:**

- I. Organization Qualifications and Experience
  - Plan to replicate in schools across region
  - Lewiston is current apprenticeship grantee
  - CWM has Umaine connections
  - CWM oversees state grants with WIOA and MJL
- II. Program design
  - Focus on Lewiston
  - Multilingual and people of color
  - Focus on adult learners
  - 12 apprentices, 25 pre-apps
  - Focus on PLA
  - Funds specifically for navigator
  - Longer term plans to explore high school pathway under educator rising and connect w/ CTE
  - Current agreements with CMSS and UMF for teacher cert classes—with current matriculation agreements
  - Would CWM be intermediary??
  - Hiring a navigator but no existing registered apprenticeship program
- III. DEIA
  - Focus on foreign trained, LPS has DEI plan
  - Why wasn't WIOA mentioned as part of supportive serves
  - Leverage current mentor program for new teachers
- IV. Sustainability
  - x
- V. Budget
  - Match is mentor wages paid by LPS
  - Contracted is the navigator
  - Total request is \$150k
- VI. Partner

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** North Haven Community School

**DATE:** October 9, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Instructions:** *The purpose of this form is to record proposal review notes written by **individual** evaluators for this Request for Proposals (RFP) process. It is **required** that each individual evaluator make notes for each proposal that he or she reviews. No numerical scoring should take place on these notes, as that is performed only during team consensus evaluation meetings. A separate form is available for team consensus evaluation notes and scoring. Once complete, please submit a copy of this document to your Department's RFP Coordinator or Lead Evaluator for this RFP.*

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**Individual Evaluator Comments:**

1. *Eligibility*

Pass

2. *Applicant Experience*

- Former professor of elementary education of public university, supervised/mentored student teachers
- Possible partnerships within community and higher ed

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 7
- Estimated number of pre-apprentices: 6
- Focus Ed Tech III to conditional and certified teacher
- Rural island community with talent, housing and transportation are challenges
- Confirmed Higher Ed partner?

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Goal to serve people in island communities/rural communities
- Mentors receive stipends
- Climate change impacting commercial fishing, teacher apprenticeship will provide community members with another viable career option

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Strong community support
- Will seek funds from local foundation and town administration to sustain program

*6. Budget and Budget Narrative*

- Total request: \$77,200
- Majority of budget on training

*7. Partnerships Table*

- Several community partners included
- No letters of support

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD 1/RSU 79

**DATE:** October 9, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

*1. Eligibility*

Pass

*2. Applicant Experience*

- Years of fiscal management experience
- Strong relationship with higher ed – UMPI and CACE

*3. Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Number of apprentices: 12, focus on adults, rural learners
- Ed Tech II and III, Cert teacher pathway (model after Gorham T-RAP)
- Classroom training by UMPI; Your Pace remote online program and offer 31 credits through OJL
- Thinking ahead to next steps – potential for high school model

*4. Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Focus is rural learners, first generation college students and lower income individuals to build their educator workforce
- Partner with ACAP and rec center, regional transportation for wraparound services
- Mentors: teachers and Ed Tech IIIs, annual mentor bootcamp, mentors support not more than two apprentices
- Gather feedback on programming via focused listening sessions

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Strong existing partnerships
- Apply for additional grants
- District already funds two to four courses per year

*6. Budget and Budget Narrative*

- Total requested: \$75,000
- Budget for apprenticeship navigator?
- Year two admin costs?
- Majority to cover classroom training/mentor support



### *7. Partnerships Table*

- Missing partners from CBO, Education Industry Association
- Letters of support from CACE and UMPI

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 19

**DATE:** October 9, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

*1. Eligibility*

Pass

*2. Applicant Experience*

- Established partnerships with Tri-County Tech College, Cianbro, U-Maine, UMF
- Grant coordinator on staff, teacher mentor program administrator, special education administrator, ESOL coordinator, transitions coach, two FT account administrators

*3. Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 15
- Estimated number of pre-apprentices: 5
- Need identified, 14 – 20% open positions
- Grow Your Own good model for this area as 70% of people from this area remain in area working after graduation
- Classroom training by UMF, multiple modalities
- Application indicates high school pathway and pre-apprentices, these are not addressed in the program design

*4. Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Partner with NAACP and local churches who support refugees
- Strong 8 step DEI plan
- Current partnerships support wraparound needs

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Funds will allow full partnership with UMF
- Train the trainer model, new apprentices will become mentors
- Other funds to support program?

*6. Budget and Budget Narrative*

- Total requested: \$240,000

- No “in-kind” match
- \$77,800 for personnel is unclear
- Cost per apprentice exceeds limit of \$6,000 each

#### *7. Partnerships Table*

- Complete list

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of New England

**DATE:** October 9, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

*1. Eligibility*

Pass

*2. Applicant Experience*

- Approved Educator Prep Provider - produces about 20 teachers/year
- Current: Summer camp recruitment for high schoolers interested in teaching
- Project Director for current grant (Future Teachers of Maine for Maine) will oversee this grant

*3. Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of pre-apprentices: 16 - 20
- This will add a second tier to the existing summer program, students work in academic setting in summer and receive college credit – 3 credits to be applied toward their teaching program
- Pre-Apprentices will work four weeks, 80 hours
- Industry credentials?
- Who is the apprenticeship sponsor?

*4. Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Improve pipeline of underrepresented high school students from recruitment through matriculation
- Close connection with school counselors in York and Cumberland Counties supports intentional recruitment of underrepresented students

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Free community college
- Seek additional funding
- There is high need for MLL teachers

*6. Budget and Budget Narrative*

- Total request: \$97,500
- No in-kind or matching funds
- Low personnel costs
- Budget narrative included

### *7. Partnerships Table*

- Missing partners
- Letter of Support from Biddeford School District

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Brunswick School Department

**DATE:** October 9, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass            1. *Eligibility*

2. *Applicant Experience*

- Strong partnerships
- Focus on multilingual learners
- Solid history of grant management

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Work to fill 3 special education vacancies and 8 ed tch vacancies
- Build on the Gorham model – upskill ed techs, possible phase two to certified teacher in special education
- Earn 61 credits from SAMCC in 18 months

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Use Brunswick’s current DEIB plan
- Will survey participants to identify barriers
- Half of apprentices will be multilingual learners

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Free community college
- Local budget to support future coursework and to sustain mentor stipends

6. *Budget and Budget Narrative*

- Total request: \$105,000
- Personnel costs?
- Unsure of total # of apprentices to be served, one section indicates 12, performance metrics table indicates 12 in year 1 and 6 in year 2.

7. *Partnerships Table*

- Missing: Workforce development entity, New Mainer CBOs
- MADSEC good fit

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Southern Maine

**DATE:** October 12, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass

1. *Eligibility*

2. *Applicant Experience*

- Approved education preparation provider
- Experience with Gorham in teacher apprenticeship program development
- Research Service Center to manage funds, previous grant experience

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 21
- Estimated number of pre-apprentices: 15
- Both high school and adult learner pathways
- Westbrook and Calais

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Robust mentor description
- Use current Calais/Westbrook DEI plans for TOC & rural apprentices
- Connection with Westbrooks' Future Teachers Academy, which includes students of color and multilingual students

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Free community college

6. *Budget and Budget Narrative*

- Total requested: \$162,193
- Budget narrative included
- Mentor stipend of \$1k per mentor
- \$50,333 matching funds

7. *Partnerships Table*

- Established partners will be strengthened
- CBOs to support POC and MLL?
- LOS from Gorham School Department

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Andover School Department

**DATE:** October 12, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

*1. Eligibility*

*2. Applicant Experience*

- Strong commitment from community to keep school open
- 15 years of fiscal/grant management

*3. Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprenticeships: 3
- Program focus is on enrolling apprentices in courses at higher ed for credit

*4. Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Focus on Grow Your Own – very little available housing and recruitment to this rural school from outside community is challenging due to the commute time

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Use funds from unfilled position
- Local budget provides funding for college courses

*6. Budget and Budget Narrative*

- Total request under the \$75,000 minimum
- Amount per trainee exceeds the \$6,000 maximum
- \$9,236 in leverage/in-kind funds

*7. Partnerships Table*

- Missing several partners
- Plan to partner with UMS and MCCS for coursework
- No Letters of Support



**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Southern Maine Community College

**DATE:** October 12, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass            1. *Eligibility*

                         2. *Applicant Experience*

- Significant apprenticeship experience
- Multiple partners
- Planning to hire part-time coordinator

                         3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 75
- Expanding the Gorham model (upskilling Ed Tech I) to 7 SAUs
- Classes in Portland and Brunswick, multiple modalities
- SMCC provide training

                         4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Several CBOs
- Support services through In Her Presence, Greater Portland Immigrant Welcome Center, Greater Portland New Mainer Resource Center, MCCS New Mainer Workforce Navigator
- Clear mentor plan (recruitment and training)
- Mentor compensation: relying on school districts for mentor stipend, no LOS from school districts confirming this plan

                         5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Free community college
- Tuition remission from SAUs

                         6. *Budget and Budget Narrative*

- Total requested: \$269, 240 exceeds maximum allowed
- No match funds
- Cost per apprentice is below the maximum

                         7. *Partnerships Table*

- Table complete – SAUs are proposed partners
- Letters of support?

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** RSU 34

**DATE:** October 12, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass      1. *Eligibility*

2. *Applicant Experience*
- Part of PREP
  - EMCC Learning Facilitators Program and Educator Accelerator program
  - Grant management experience

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*
- Ed Tech III to conditional teacher to certified teacher
  - Estimated number of apprentices: 36
  - Estimated number of pre-apprentices: 26
  - Industry recognized credentials included
  - Apprenticeship Navigator
  - Strong pre-apprenticeship pathway, launch in CTE, leverage dual enrollment

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*
- Mentor compensation
  - Survey apprentices for feedback on programming
  - Local housing authority and YMCA for support with wraparound services
  - Penquis CAP, Adult Ed, United CTE - work with these partners to identify barriers

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*
- Fund from unfilled positions
  - Form articulation agreements with current partners w/tuition discount waivers

6. *Budget and Budget Narrative*
- Total requested: \$249,000
  - \$163,000 match/in-kind

### *7. Partnerships Table*

- Comprehensive list
- Several letters of support

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Sanford School Department

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass  
1. *Eligibility*

2. *Applicant Experience*

- Adult Ed and CTE partnerships
- Working on Maine Construction Academy Apprenticeship
- Strong connection to the business community
- Grant management will be done by Adult Ed Director and admin team

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Anticipated number of apprentices: 24
- Ed tech I, II, and III pathways
- Hold classes on site – Sanford Adult Ed will host, SMCC will teach classes
- Trainees earn up to 9 credits per semester from SMCC
- On-the-Job learning piece is not clear

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Sanford AE partners with Goodwill, Fedcap, Voc Rehab – these agencies can help with referrals and support
- Mentor stipend \$1000 and mentor training will be provided in the district's existing PD structure.
- Utilize Sanford's current Affirmative Action Plan
- Metrics table did not identify any priority communities

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Leverage existing course reimbursement funds through current collective bargaining agreement to support program
- No risks identified

6. *Budget and Budget Narrative*

- Total amount requested: \$107,928
- Cost per apprentice: \$4500
- \$56,982 in matching, in-kind

- No budget narrative

*7. Partnerships Table*

- SMCC LOS
- Several partnerships not identified

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Maine at Farmington

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

1. *Eligibility*

Pass

2. *Applicant Experience*

- Approved Education Preparation Provider
- Unique - only program in state offering BA in ECE and ECE Special Education
- Current grant manager will assume management of this grant
- Realigned to make transfer of credits easier
- No apprenticeship experience

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 24
- Proven track record – Promise and TEACH
- Promise will be sponsor
- Compensating faculty to design apprenticeship programming
- Competency-based credits – more clarity needed

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Learn from Tennessee's best DEI practices
- Feedback mechanisms: anonymous surveys
- Data tracking to analyze program outcomes by demographic data on apprentices to monitor progress toward DEI goals

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Connect apprentices with PELL and adult learner scholarships, FAFSA support
- Provide support via adult advisor navigator

6. *Budget and Budget Narrative*

- Total request: \$144,000
- No in-kind, match
- Clear budget

### *7. Partnerships Table*

- Letters of support from two partners
- Required partners identified, other partners not identified



**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Public Schools

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass            1. *Eligibility*

2. *Applicant Experience*

- Largest and most diverse school district in state
- Demonstrated growth in representation of staff diversity to student diversity
- 2021: Created position dedicated to supporting BIPOC educators
- PPS' Grant Accountant will support the management of the funds
- Builds on established "Portland Promise" document with equity goals/strategic plan
- Pilot initiative to support BIPOC ed techs "Elevating Educators" – work from this initiative will inform the apprenticeship program

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of apprentices: 42
- Multiple on and off-ramps
- This model will create paid practicum experience
- Apprenticeship will help recruit special education ed techs – area of need, currently 20 unfilled special education ed techs
- Tiered approach of support – scaffolding to meet potential apprentices where they are and support to next level
- Tier 4 – these educators already have an industry credential
- On-the-Job learning is in development, closely aligned with the Teacher Aide O\*Net Code: 25-9042.00

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Staff that reflects communities in strategic plan
- Supportive services include credential evaluation
- BIPOC director committed to advancing demographic representation
- Building relationships, learning from partners, surveying participants will inform work
- Partnership with Portland Adult Ed for intentional recruitment

5. *Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Free Community College
- Seek additional grants

*6. Budget and Budget Narrative*

- Total amount requested: \$252,000 (exceeds)
- Long-term sub to cover classes for apprentices
- Leverage/match funds included: \$275,920

*7. Partnerships Table*

- *Complete with letters of support*

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD 52 Adult and Community Education

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

*1. Eligibility*

Pass

*2. Applicant Experience*

Partnership with Eastern Maine Development Corporation (EMDC) and UMA

Fiscal grant management experience

Staff member has experience (co-teacher) with the “Educator Academy” program in Lewiston

*3. Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of pre-apprentices:15
- Estimated number of apprentices: 5
- Goal of program is to upskill Ed Tech I’s, focus on multilingual learners and special education
- Apprentices complete 3 classes in 16 weeks
- Goal is to deliver training in multiple modalities
- Specific focus on helping prepare apprentices for passing the Praxis, this is no longer a requirement for teacher certification, but one of three options available.

*4. Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- Goal is to increase diversity in rural Maine, draw from Lewiston and Auburn to relieve pressure there, provide another option beyond moving to Augusta and Bangor.
- Will work with immigrant and asylum-seeking organizations and immigrant rights advocates
- Focus on English language acquisition and translation of international transcripts
- Hope to partner with Fedcap/other agencies for supportive services
- Conversations currently underway with immigrant community leaders to develop rideshare program from Lewiston to Turner
- Mentors identified from within the SAU, trained via bootcamp and follow up PD
- Mentors will be compensated, amount not included

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Regularly 35 open positions in SAU (teachers and ed techs) – speaks to employment viability
- Leverage SAU funds for workforce training and free Community College

- Develop long-term connections with Institutions of Higher Education
- Risk: may have challenge recruiting and retaining apprenticeship candidates

*6. Budget and Budget Narrative*

- *Not included*

*7. Partnerships Table*

- *Not included*

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Adult Education

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass           1. *Eligibility*

2. *Applicant Experience*
- Experience with apprenticeship programming
  - Creation and expansion of the New Mainers Resource Center (NMRC)
  - PAE and NMRC developed “Education Academy” now in year 4, 40 students enrolled preparing to move into Ed Tech III positions or conditional teacher positions
  - Fiscal and grant management experience

3. *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*
- Pre-apprenticeship model as feeder to Portland Public Schools’ Apprenticeship program
  - Data of need included – currently 20 open Ed Tech III positions, mostly in special education
  - Demographic Data: 50% of PPS student body identified as students of color, 10% of staff were BIPOC (2021)
  - Focus of this proposal is on English Speakers of Other Languages, Teachers of Students with Disabilities
  - Completers of this program prepared for RAP in PPS
  - Funding will double the capacity of the Education Academy
  - Fund full-time certified teacher to lead curriculum development, teach course content, and lead team of adjunct instructors
  - Fund pre-K -12 teachers to share experiences
  - Working toward Ed Tech III certification

4. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*
- Recruit from current and waitlisted students for academic/workforce training. This list includes diverse group of candidates.
  - Detailed recruitment and marketing plan to ensure robust and diverse participation
  - Strong district equity policy and strategic plan, “Portland Promise”
  - Mechanisms for gathering student and partner feedback (surveys, debrief meetings)

- Work with established partners to provide wraparound services
- Designated funding for certification fees and credentialing evaluations
- Budget includes funds for loaner devices (Chromebooks) to ensure apprentices can access coursework

*5. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Partnering with Portland Public Schools, South Portland Adult Education and South Portland School District, in process of developing partnership with Westbrook.
- Seek to partner with SMCC's Educator Apprentice program for students who have fewer than 75 college credits
- Several potential workforce partners named
- Funding from NMRC and Foreign Trained Professionals funds to support transcript analysis, credentialing evaluations
- TIF funding from city of Portland support wages of adjunct instructors

*6. Budget and Budget Narrative*

- Total budget exceeds the max limit
- \$112,425 in match/leverage funding

*7. Partnerships Table*

- Complete
- Two letters of support

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Central Maine Workforce Board

**DATE:** October 14, 2023

**EVALUATOR NAME:** Tamara L Ranger

**EVALUATOR DEPARTMENT:** Maine Department of Education

**Individual Evaluator Comments:**

Pass            1. *Eligibility*

2. *Applicant Experience*
- CWMWDB serves five counties: Kennebec, Somerset, Franklin, Oxford, Androscoggin
  - Need identified:
    - 240 teacher openings, of which 15.8% are in Lewiston Public Schools
    - 228 Ed Tech openings, of which 19.7 are in Lewiston Public Schools
  - Hire “navigator” to:
    - Evaluate current credentials
    - Develop plan to help educator obtain desired credential, include prior learning assessment (PLA) and apprenticeship
  - LPS has apprenticeship experience
  - CWMWDB executive director has 24 years experience working in higher ed – will be helpful in developing “scope of work” for apprenticeship

• *Program Design: Expand the number of High-Quality Pre-Apprenticeships & Apprenticeship Offerings*

- Estimated number of pre-apprentices: 25
- Estimated number of apprentices: 12
- Navigator work with multiple systems to get people fully prepared and licensed for classroom (coursework, prior learning experience, apprenticeship)
- Would have liked more clarity around apprenticeship and On-the-Job learning
- Expand alternative pathways to educator certification
- LPS has partnerships with CMCC and UMF to complete courses for teacher certification
- LPS has specialists on staff to provide high quality professional development
- Future goal to have high school pathway building on CTE ECE and Educators Rising

3. *Equity: Increase the Number of Under-represented Workers in Apprenticeship*

- DEI plan through LPS
- Transcript review for foreign-trained educators
- LPS currently serves wide range of high need populations and has network of wraparound supportive services
- Leverage current mentor program in LPS; navigator will work with apprenticeship mentors to adapt PD to support apprentices
- Ratio of mentors to apprentices?

- Compensation amount for mentors?

#### *4. Sustainability: Develop an Integrated, Sustainable, and Effective Apprenticeship Program*

- Partners involved committed to developing long-term sustainable programming within the five counties to address educator workforce development needs
- LPS and CWMWDB are members of the MCCS COMPACT and both have experience leveraging and braiding funding
- Risk: apprenticeship is new, there will be a learning curve for CWMWDB and LPS in understanding nuances in apprenticeship programming

#### *5. Budget and Budget Narrative*

- Largest expense is contract with LPS. \$150,000 covers salary, fringe for navigator and 5% for support services
- 10,000 matching funds cover mentor wages
- Narrative included

#### *6. Partnerships Table*

- Includes all required partners
- Given emphasis on serving people of color and multilingual individuals, would have liked to see some Community-based organizations listed



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**RFP:** 202307161  
**RFP TITLE:** Teacher Apprenticeship Pilot Program  
**BIDDER NAME:** North Haven Community School  
**DATE:** 10/20/23  
**EVALUATOR:** Diana Doiron  
**EVALUATOR DEPARTMENT:** Maine DOE

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**North Haven Community School Individual Evaluator Comments:**

**Organization Qualifications and Experience**

Overview of Organization

- Small K-12 island school system with 400 year-round residents; accessed only by ferry service.
- Principal has career history and direct knowledge of EPP, especially mentoring student teachers.
- Sizable cohort of person in their 20s with majority possessing college degrees

Subcontractors/Partners

- Bowdoin College
- Central Maine Community College
- Island Institute
- Waterman Community Center
- Town of North Haven
- Hurricane Island Center for Science and Leadership

Sustainability

North Haven Foundation funding

DEI

Anticipate 4 people of color, 4 multi-lingual individuals, 0 people with disabilities.

**Proposed Services**

Services to be Provided

- 7 new apprentices, 6 pre-apprentices
- In-house training program that leads to teacher credentialing

Implementation – Work Plan

- Partner with Waterman Community Center to build a pre-apprenticeship to associate degree program anticipate partnering with Central Maine Community College
- Update NEASC accreditation to include Standard 5 Learning Resources
- Build an in-house program similar to USM ETEP program. The North Haven in-house program will be 9 months.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

Budget

- \$77,200 total request
- Leveraged, Matched, or In-Kind Funds \$9,236

Letters of Support

No letters

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD 1/Regional School Unit 79

**DATE:** 10/10/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**MSAD 1/Regional School Unit 79 Individual Evaluator Comments**

**Organization Qualifications and Experience**

Overview of Organization

- Long-standing relationship with UMPI with several partnerships including a recent one that included central Aroostook schools that are members of CACE. This partnership offered work-based experiences to UMPI EDU students who then earned college credit from UMPI.
- District has many years of experience with fiscal and administrative experience with management of state and federal grants. UMPI has long experience with grant management.

Subcontractors/Partners

- UMPI
- CACE
- ACAP -Explore

Sustainability

- Local funds and local entitlement funds- Title II Funding

DEI

- Target audience is rural community members (first generation college students and low socio-economic realities) to build education workforce.

Supportive Services-

- Childcare; transportation support

Mentors

- Recruited from the local SAUs supported by CACE and UMPI and built from existing Teacher Mentor program.

**Proposed Services**

Services to be Provided

- Classroom training provided by UMPIs Your Pace program- online program.
- On the Job Learning- 31 credits
- Learning Management Program that manages both classroom training documentation and, on the job, learning documentation.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Industry credentials – Ed. Tech II credential; Ed. Tech III credential; Professional Teacher credential (Early Elementary; Elementary, Middle Level; or Teacher of Students with Disabilities)
- 12 apprentices

Implementation – Work Plan

- Built from current partnership with CACE and UMPI and will formalize current OTJL and UMPI Your Pace Program into apprenticeship program.
- Budget exceeds the \$6,000 threshold, unclear why
- Letter of support from CACE and UMPI

Budget

- \$75,000 (over \$6,000/ apprentice)
- Leveraged, Matched, In-Kind Funds: \$15,000

Letters of Support:

- UMPI
- CACE

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Regional School Unit 19

**DATE:** 10/10/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Regional School Unit 19 Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

District goal is to promote career advancement through their partnerships.

- High school students develop employment skills with local businesses.
- High school students take classes at Tri County Technical Center
- Ed. Techs can advance to higher Ed. Tech credential levels or teacher credential through coursework at UMF
- Ed. Techs can choose to receive training from Behavioral Health Professionals to work with students with disabilities.
- Partnership with Cianbro

Large percentage of district employees are former students.

Have the staffing to meet the demands of the grant.

- Grants coordinator
- Special Education administrator oversees Ed. Tech programming.
- Teacher Mentor program administrator
- ESOL coach
- 2 FT account administrators

Educator Workforce Needs

- 14-20% unfilled positions

Subcontractors/Partners

- Tri County Technical Center
- UMF
- KVCC
- Educator Association
- National Education Association
- Ukrainain Refugee Program
- Seventh Day Adventist Church
- NAACP

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

### Sustainability

Apprenticeship program completers will have the opportunity to mentor and lead professional development sessions.

### DEI

- Have partnerships with local NAACP Chapter and with 2 churches who receive and support Ukrainian refugees.

### Supportive Services

- Childcare
- Clothing as needed.
- Work equipment
- Transportation

### **Proposed Services**

#### Services to be Provided

- Grant funds would support their goal of increasing the diversity of staff to keep pace with the growing diversity of the student population by expanding their partnerships with the local NAACP chapter and 2 local churches receiving and providing support to Ukrainian refugees. Adult Pathway- New Teacher Preparation Pathway through expanded program with UMF

#### Implementation Plan

- 10 apprentices year 1 and 10 apprentices year 2
- UMF provides coursework required for teacher certification or Ed. Tech certification online or in-person.
- Apprentices have mentors.

#### Budget

- \$240,000
- Leveraged, Matched, or In-kind Funds \$0

#### Letters of Support

- No letters

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of New England

**DATE:** 10/12/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**University of New England Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Approved Four-year teacher preparation program that graduates approximately 20 certified teachers per year.
- In 2022, UNE was a recipient of a 2-year Higher Education Workforce Grant- to recruit high school students from high-need communities by offering one week summer camp experience on UNE campus and a year-long peer mentoring experience to support college application process.
- The Principal Investigator and the Project Director of the Higher Education Workforce Grant will use the same structure of oversight, designing programs, monitoring performance metrics, and submitting grant reports for the pre-apprenticeship grant funds.
- UNE’s Teachers from Maine for Maine Program works with school counselors to identify rising high school seniors with an interest in teaching.

Subcontractors /Partners

- Biddeford Schools with a goal of expanding and recruiting from other high schools

Sustainability

- Plan to have success indicators and strong metrics to support continually grant funding.
- Pre-apprenticeship fellows can pursue free tuition at Maine community colleges.
- Leveraging vacant budget lines

DEI

The grant’s target audience is students from high- need communities who may need support while enrolled in an EPP.

Supportive Services

REV 4/4/2023

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Transportation reimbursement
- Childcare
- Social services
- Housing

**Proposed Services**

Services to be Provided

- Grant funds will be used to create a pre-apprenticeship program for high school students from high-need communities who attended the one-week Teacher Camp while in high school and who are now matriculating into an educator preparation program. In the pre-apprenticeship fellows program, they will be learn skills through coursework related to successful teaching to support the learning of multilingual students in grades K-12 in the Biddeford schools during the summer school program and receive college credit. The pre-apprenticeship fellows will receive a stipend for their work.
- 6-8 pre-apprenticeship fellows in year 1 and 10-12 pre-apprenticeship fellows in year 2.

Implementation Plan

- Drawing on the relationships with school counselors in York and Cumberland counties, recruitment efforts invite rising seniors to the one-week Teacher Camp.
- Mentors are recruited, offered training and ongoing professional development, and are compensated for their work.
- High school seniors with interest in studying to be a teacher and who participated in the UNE Teacher Camp, are invited to be pre-apprenticeship fellows.

Budget

- \$97,546
- Leveraged, Matched, or In-kind Funds \$0

Letter of Support

- Biddeford School Department



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161  
**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program  
**BIDDER NAME:** Brunswick School Department  
**DATE:** 10/12/23  
**EVALUATOR NAME:** Diana Doiron  
**EVALUATOR DEPARTMENT:** Maine DOE

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**Brunswick School Department Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Brunswick community is growing larger day by day with New Mainers seeking to become members of the community and there is a desire to offer opportunities for people to choose to improve their education and job experiences.
- Brunswick has experience collaborating with Bowdoin College, RSU 1, RSU 5, and the schools districts in the Greater Sebago Education Alliance as well as area businesses and organizations that provide outreach, services, programming and supplies to Brunswick students and families.
- Currently Brunswick has 8 Ed. Tech vacancies and 5 special education teacher vacancies with constant turnover in these positions. They are in dire need for Ed. Techs and special education teachers.
- Brunswick follows all state and federal regulations when it comes to grant implementation, performance metrics, and reporting requirements. Brunswick has 4 employees within the business office who demonstrate adept fiscal responsibility.

Subcontractors /Partners

- Gorham School Department
- Brunswick Education Association
- USM
- SMCC
- Maine Curriculum Leaders Association
- MADSEC
- Town of Brunswick Recreation
- Greater Sebago Education Alliance

Sustainability

- Brunswick will use local funds to continue to compensate mentors and coursework when needed.

DEI

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- Included in the recently adopted Brunswick 5-year plan is a goal to recruit new staff, diversify the Brunswick education workforce and provide support to retain. Brunswick's DEIB plan is described as extensive in the proposal application.

### Supportive Services

- Childcare reimbursement
- Transportation to and from coursework

### **Proposed Services**

#### Services to be Provided

- Goal of the grant is to collaborate with Gorham School Department to provide appropriate, regional programming to people who may not otherwise have access to it. Brunswick will be a member of a cohort in the Teacher Apprenticeship Program in January 2024.
- Mentors for apprentices and compensation for mentors
- 12 apprentices
- Target audiences for services, people who have not earned higher than an Ed. Tech I certification, people of color, and New Mainers.

#### Implementation Plan

- Apprentices will be hired by Brunswick for one of the current Ed Tech vacant positions.
- Apprentices will begin the Apprenticeship Program in January and participate for 18 months to earn 61 credits from SMCC and be at no charge for the apprentice.
- If the apprentice aspires to be a certified special education teacher, they may participate in Phase 2 and pursue coursework at USM to meet the professional teacher certification.
- A survey will be used to assess barriers and services needed for each apprentice to complete the apprenticeship.
- Grant funds will be used to compensate mentors. Brunswick will use its current protocol and practices to recruit and retain mentors.

#### Budget

- Total funds requested: \$105,000. Year two per participant costs are at \$6,000.
- Leveraged, Match or In-kind \$0

#### Letters of Support

No letters

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Southern Maine

**DATE:** 10/12/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**University of Southern Maine Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- USM used their experience providing pathways to teacher certification for paraeducators in working with the Gorham School Department to design a Registered Apprenticeship for Educational Technician III and teacher certification which has been approved by the Department of Labor. That apprenticeship launches fall 2024.
- For fiscal and administrative management of the grant. USM has a Research Service Center whose primary function is to work with proposal writers, guide the proposal submission process, and then manage grant awards. The Research Service Center is aware of this proposal and has worked through the procedures for administering the grant if approved.
- In developing partnerships, USM has collaborated with many school districts across the state in developing Grow Your Own programs for paraeducators and teachers. This grant will enable the Westbrook School Dept. and the Calais School Dept to join with Gorham and the University of Southern Maine in providing registered apprenticeships.
- Teacher of Students with Disabilities is listed as a teacher shortage area for 2023 - 24 by the Maine Department of Education. The public news media has had numerous stories about unfilled educational technician positions in Maine schools. This project will address both needs for paraeducators and for teachers.

Subcontractors/ Partnerships

- Westbrook School Department
- Calais School Department
- Gorham School Department
- Established partnerships will be enhanced (no community-based partnerships identified.)

Sustainability

- Building a scalable program for future.
- Leveraging Gorham staffing approach

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- The apprenticeship Related Training and Instruction and On the Job Learning competencies have been designed and approved by the Department of Labor. The project will provide significant support for the implementation of the Ed Tech III and teacher apprenticeship and expand it to other school districts with additional trainees emphasizing people of color, multi-lingual individuals and rural communities.
- Research Service Center at the University of Southern Maine assisted in the development of the proposal and is prepared to administer a grant award. Gorham School Department as one of the project partners will provide support in grant administration across the other participating school districts. The Gorham School Department in their current Educational Technician II apprenticeship has devised a procedure for incorporating apprenticeship positions into district staffing funding. That process will be used in this grant and shared with other project partners.
- Center for Educational Policy, Applied Research, and Evaluation (CEPARE) at the University of Southern Maine is included in the project as program evaluator to provide performance metrics, contribute to grant reports, and gather and organize other data about the project,

### DEI

Westbrook School Department is already working on programming for prospective teachers who are people of color and multi-lingual individuals. The Calais School Department is developing programming for developing teachers in rural communities. . Working with Westbrook and Calais will inform the other grant partners on ways to diversify the teaching workforce.

### Supportive Services

- The process for reviewing pre-apprentice and apprenticeship needs fairly and equitably is part of project design Fall 2023 and spring 2024. Project design will include gathering information on existing federal, state, and local services available.

### **Proposed Services**

#### Services to be Provided

- Goal is to develop a system a school district can use from pre-apprentice to apprentice to undergraduate degree completion and teacher certification.
- Joins together the University of Southern Maine, Gorham School Department, Westbrook School Department, Calais School Department, and Southern Maine Community College in designing and launching pre-apprenticeship and apprenticeship pipelines, culminating in bachelor's degree completion and teacher certification.
- A Pre-apprenticeship and apprenticeship pipeline for people of color and multilingual individuals will be the focus of the Westbrook School Department. A pre-apprenticeship and apprenticeship pipeline for rural communities will be the focus of the Calais Department.
- 15 apprentices and 5 pre-apprentices with the Gorham School Department
- 10 pre-apprentices and 6 apprentices with the Westbrook and Calais school departments. The grant will enable planning on how pre-apprenticeship could incorporate these approaches (Future Teachers Academy at Westbrook High School, including students of color and multi-

## **STATE OF MAINE INDIVIDUAL EVALUATION NOTES**

lingual students. University of Southern Maine has two early college options- Early Study Aspirations and Concurrent Enrollment)for students of color, multi-lingual students, and students in rural communities.

### Implementation Plan

- Gorham School Department and University of Southern Maine have an approved Educational Technician III and special education teacher certification apprenticeship to begin Fall 2024
- Developing and starting a pre-apprenticeship program for high school students, including people of color, multi-lingual individuals, and rural communities. The design of the pre - apprenticeship will be late fall 2023 and spring 2024 with startup Fall, 2024.
- Pre-apprentices can enter an apprenticeship in the same district (Gorham, Westbrook, Calais). With USM and SMCC as partners in the program, pre-apprentices can be advised and supported in their applications to either of the higher education provider. Job duties will be based on introduction to the profession of education and on the Schedule of Work for the Educational Technician II currently approved and in operation.
- Mentor recruitment, selection, training, and professional development will be designed Fall 2023 and Spring 2024 preparing Fall 2024 pre-apprenticeship and apprenticeship. The mentor system of the current Educational Technician II apprenticeship will be examined and adapted to the proposed pre-apprenticeship and Educational Technician III and teacher certification apprenticeship.

### Budget

- \$162,193
- Leveraged, Matched, or In-Kind \$50,338

### Letter of Support

- Gorham School Department

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Andover School Department

**DATE:** 10/12/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Andover School Department Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Strong commitment from community to keep this PK-5 school open.
- Total number of staff members in all capacities is 14.
- Three experienced staff members will serve as mentors.
- Three staff members need credentialing support to advance their education certifications.
- Fiscal management experience description indicates the superintendent has experiences managing grants over 15 years and an accounting firm coordinates all fiscal responsibilities for the SAU including managing grant funds.
- Connection to UMF is through UMF's Student Practicum professor who is also a Board of Directors member for the SAU and former teacher in the school.

Subcontractors/ Partnerships

- No local educator association
- One apprentice already enrolled in UMaine Machias
- One apprentice enrolls in MCCA site
- One apprentice matriculate into UMS site.

Sustainability

- Continue relationship with UMF and receive students for practicum experiences and student teachers.
- Funds from an unfilled teacher position at a veteran experience salary rate will be applied to supplement grant funds. Funds from SAU course reimbursement account will also be used to supplement the grant funds.
- With the 3 apprentices matriculated, funds can be included in SAU budget.
- Risk- first generation college experience

DEI/Supportive Services

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- 800 resident community with very little available housing
  - State that they have lost former staff because of the 30–50-minute commute to work at the school.
  - Indicate a grow your own staff capacity strategy from within the community will help with retaining staff.

**Proposed Services**

- UMS educator prep program at UMaine Machias
- MCCS educator prep program
- UMS educator prep program

Services to be Provided

- 3 Experienced staff will serve as mentors with \$500 compensation/ trimester.

Implementation Plan

Budget

- \$41,236 (Below \$75,000 threshold minimum and 12 apprentice minimum.)

Letters of Support

No letters

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Southern Maine Community College

**DATE:** 10/13/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Southern Maine Community College Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Well-established community college with over 40 associate degree and certificate programs. SMCC provides extensive student support from advising and tutoring to career and transfer services to ensure students success. With our flexible schedules and multiple modalities, SMCC is particularly an attractive option for adult learners.
- Work with multiple state agencies to braid grants- currently operating a successful Educator Apprentice cohort in Gorham schools, which was made possible through extensive collaboration between Gorham’s superintendent SMCC’s academic and workforce development offices, Maine Department of Education, Maine Department of Labor, and Harold Alfond Center for the Advancement of Maine’s Workforce.
- SMCC is looking to expand the program. extend cohort opportunities in Cumberland and Sagadahoc Counties, including Bath, Brunswick, Freeport, Portland, Sanford, Topsham, and Wiscasset. Expansion would allow for 75 or more trainees per year.
- SMCC is working with four-year university partners to ensure seamless transfer for participants to continue their education and career training. While working toward a bachelor’s degree at a university partner, the individual can earn an Ed Tech III credential (90 credits) and skill up at their current employer. Once a bachelor’s degree has been earned, the individual can seek opportunities as a K-12 teacher.
- Unclear how this may be duplicative of requests from Brunswick, Portland, and Sanford

Subcontractors/ Partnerships

No mention of intermediary sponsor \$80.000 = /year

- RSU 01, Brunswick Public Schools, RSU 05, Portland Public Schools, Sanford Schools, RSU 75 / MSAD 75



## **STATE OF MAINE INDIVIDUAL EVALUATION NOTES**

- Maine Education Association (MEA)
- University of Southern Maine (USM)
- Educate Maine
- - JMG
- - MELMAC
- In Her Presence, Greater Portland Immigrant Welcome Center, New Mainer Welcome Center, ProsperityME
- Maine Community College System (MCCS)
- Harold Alfond Center for the Advancement of Maine's Workforce
- Local Workforce Boards
- Maine State Workforce Board

### DEI

- Target Audience- aspiring educators, people looking for new careers, people who were educators in their home countries, people who are looking to get more involved in their schools and communities.
- SMCC willing to establish review of international credentials.
- Mentor costs on the SAUs – will there be in equity of stipend amount?

### Sustainability

- Metrics are blank for program impact.
- Partnership with universities and SAUs- SMCC will continue to sustain this project through utilization of existing structures and tuition remission from school districts to their employees.

### Supportive Services

- Advocacy Resource Center, which addresses housing and food insecurity, Learning Commons (academic support & tutoring), Disability Services (accommodations), Sweetser (contracted mental health counseling), and Portland-Metro (free public transportation within Greater Portland). Additionally, a small percentage of Perkins funds can be used towards childcare.

### **Proposed Services**

#### Services to be Provided

- Classroom training: SMCC will be responsible for training, course content and delivery, as well as the hiring and assigning of qualified instructors. SMCC will follow its academic protocols, as guided by our accreditation, wherein a department chair is responsible for hiring faculty that meet departmental qualifications and standards.

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- Training delivery: SMCC will host weekly classes/training at the South Portland Campus and Midcoast Campus in Brunswick, as well as at convenient locations within each school district. Participants will be expected to attend an in-person class on one weekday evening a week (i.e.. 5:00 – 7:30 p.m.), with additional online coursework; the course meeting times align with accreditation standards for 3-credit college coursework.
- On-the-job learning: The Educator Apprenticeship model ensures that apprentices work in school classrooms each day during the school's regular operating hours. The totality of apprenticeship hours will account for 30-credit hours of college coursework. The key competencies are demonstrated and evaluated in the SMCC coursework that corresponds with the daily apprenticeship experience.
- Industry-recognized credentials: Upon successful completion of SMCC's Educator Apprenticeship program, a participant will earn their Ed Tech II credential. A student can only earn an associate degree if they successfully complete four courses (13 credits) beyond the program.
- Apprenticeship model affords school districts opportunities to diversity their workforce and increase the likelihood that students can see themselves represented, culturally, racially, and/or socio-economically, by educators in the classroom.

### Implementation Plan

- Target Audience- aspiring educators, people looking for new careers, people who were educators in their home countries, people who are looking to get more involved in their schools and communities.
- SMCC is looking to hire a part-time coordinator to ensure coordination and student success navigation.
- Build upon existing partnerships with school districts, Greater Portland Immigrant Welcome Center, Greater Portland New Mainer Resource Center, and the newly hired Maine Community College System New Mainer Workforce Navigator.

### Budget

- Personnel costs are high and there are no Leveraged, Matched, or In-kind Funds
- \$269,240 Budget exceeds cap for funding totals No narrative and lacking detail.

### Letters of Support

No letters of support, while not required, would help to ensure the SAUs identified are agreed partners.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Regional School Unit 34

**DATE:** 10/13/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Regional School Unit 34 Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Member of Penobscot River Educational Partnership (22 LEAs in Penobscot, Piscataquis, Hancock, Waldo, and Washington counties, 4 IHE partners in the Bangor area. UTC CTE region school, Indian Island School, and Maine Indian Education)
- Evidence (EMCC Learning Facilitator Program; RSU 34 Educator Accelerator Program) of working closely with IHE partners to “devise ways to better connect the dots” between the needs of: preservice educators, educator preparation programs, and PK-12 local education agencies.
- Regional challenges of short and long-term educator shortages (e.g., 2 weeks before the start of school 62 open positions in region)
- Seek to build upon and integrate collaborative work into pre-apprenticeships and apprenticeships in a manner that is sustainable and benefits all (pre-apprentices/apprentices, regional partners, and PK-12 students.
- Goal: Develop a continua of progression Pre-apprenticeship: high school graduate to Ed. Tech III certification and Registered Apprentice: Ed. Tech III certification to professional teacher certification and from initial teaching certificate to additional teacher endorsements in shortage areas.

Subcontractors/ Partnerships

- Penobscot River Educational Partnership (PREP)
- EMCC
- UMaine
- Husson University
- UMaine Augusta
- RSU 34 Education Association
- Riverside Adult Ed Partnership
- Penquis Community Action Agency
- United Technologies Center

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- Harold Alfond Center for the Advancement of Maine's Workforce

### DEI/Supportive Services

- Already began work with
  - Penquis Community Action Agency
  - Regional Adult Education Association
  - Maine International Programs
  - Already began conversations with communities experiencing asylee- seeking families to understand efforts and lessons-learned.
  - At minimum, once per semester meeting to monitor progress of goals.

### Sustainability

Gave explanation for funds that have long been in place to support the continued development of education staff.

There is growing recognition regarding the costs of staff turnover and early attrition and a developing appetite to dedicate funds to address the issues.

### **Proposed Services**

#### Services to be Provided

- 26 Pre-apprenticeships and 36 Apprentices - estimate 12 registered apprentices in 2023-2024 and 24 registered apprentices in 2024-2025.
- Apprentice Navigator providing individual support in addition to support from SAUs and higher education institutions.
- Explanation is thorough for both the pre-apprenticeship and registered apprenticeship programs and clear about the alignment with certification requirements. Minimum of 2000 hour of OJL and 144 hours of classroom-based learning.
- Wealth of mentoring programs in regions, the intent is to authentically streamline to remove duplication while maintaining quality.
- Additional certifications beyond education

### Implementation Plan

- Ed Tech pre-apprenticeship to begin January 1, 2024
- Ed, Tech levels of training- EMCC- Learning Facilitator training
- Teacher levels of development for a credential instruction trainings and instruction will be through 4 institutions- EMCC, UMaine, Husson University, and UMaine Augusta – partners are committed to an integrative and sustainable program.
- High school student – programing
- Fall 2024- Launch Educator Preparation Program at UTC -30 students.
- Continue current options of EMCC dual enrollment option for CTE students.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- Continue to offer ECAP EDU 201 (includes a fieldwork component) can expand to local cohorts and with sufficient number of students to summer offerings.
- UMaine currently offer an early college program.
- UMaine Augusta- currently offer early college courses and will expand to include education courses.
- Note: In the region 12 credit limit with the exception of CTE Bridge Academy students may earn up to 24 credits
- RSU 34 intends to offer appropriate paid employment to high school students when an appropriate level of competency is reached (e.g., tutors, summer programming assistants, extra-curricular programming) The approach may vary in other PREP high schools

Budget

- \$249,500 Comes in within guidelines.
- \$163,724 Leveraged, In-kind or Match funds.

**Letters of Support**

Yes, from Institutions of Higher Education (EMCC, Husson, UM, UMA) and from RSU 34 Education Association and PREP

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Sanford School Department

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Sanford School Department Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Strong connections to local business community and a growing perception of learning outside of the classroom for credit because of CTE programs expansion to evening welding classes for Adult Education program, ELO programing, Work to Learn classes.
- Maine Construction Academy Apprenticeship Immersion Program in development by CTE and Adult Education programs working with state agencies.
- Ed. Tech Apprenticeship program focus of the grant – Sanford Adult Ed. and SMCC
- Pattern of Ed. Tech vacancies remaining open and unfilled.
- Sanford Adult Education Director and administrative team will provide support to grant deliverables, oversight of grant implementation, monitor progress of performance metrics, and submit grant reports.

Subcontractors/ Partnerships

- SMCC

DEI/Supportive Services

Sanford Adult Education is already interconnected in partnership with:

- FEDCAP
- Goodwill Workforce Solutions
- Vocational Rehabilitation
- Sanford Community Adult Education Advisor

Sustainability

Use collective bargaining course reimbursement funds and Title II funds

# STATE OF MAINE INDIVIDUAL EVALUATION NOTES

## Proposed Services

### Services to be Provided

- 24 Apprentices – 12 in year one and 12 in year two
- 9 credit hours per semester from SMCC
- Target audience – Ed. Techs employed by Sanford Schools
- Teachers currently supervising the Ed. Techs will be their mentors.
  - Mentor training during existing scheduled PD
  - \$1000/ year per mentor
- No mention of OJL
- Industry recognized credentials not mentioned in description.
- Offering courses onsite in Adult Education space
- Unclear who has the role of Sponsor or Intermediary Sponsor

### Implementation Plan

Is the program underway in Fall 2023 or beginning in 2024 unclear?

### Budget

- \$107,928
- Is there an error in the training costs? Is it 12 or 24 apprentices?
- \$56,982 Leveraged/In-kind/matching funds identified in budget for space and tuition
- Not enough funds for managing the program.

## Letters of Support

SMCC

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** University of Maine at Farmington

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**University of Maine at Farmington Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Grant is intended to support UMF’s Learn and Develop (LEAD) Program for Future Early Childhood Professionals
- UMF is the only program within the state and the University of Maine System (UMS) which offers a stand-alone Bachelor of Science in Early Childhood Education (ECH) and a Bachelor of Science in Early Childhood Special Education (ECS). The ECH program is offered in two locations:
  - (1) on the UMF campus (classified by NCES as a rural remote town) and
  - 2) at a satellite program at Southern Maine Community College (SMCC) in Portland, hybrid format (face to face in person meetings combined with online learning), distance learning synchronous, and distance learning)
- Only one of 3 national accredited teacher education programs in Maine
- Detailed explanation of UMF’s expertise and preparedness for success implementing the grant
- Shifted to a 3-credit system for easier transfer of credits and articulation agreements.

The ECH and ECS faculty have all committed to pursuing the development of an apprenticeship program. Faculty who participates in the development of this program will be paid a stipend to develop the curriculum and collaborate with our partners (Promise, T.E.A.C.H.) as we undertake this effort.

- Grant manager will receive a stipend.

Subcontractors/ Partnerships

- Promise Early Education Center – 8 locations (Apprenticeship Sponsor)
- Maine Association for the Education of Young Children’s T.E.A.C.H. (Intermediary Sponsor)
- UMF (Education Provider and Intermediary Sponsor)



# STATE OF MAINE INDIVIDUAL EVALUATION NOTES

## DEI/Supportive Services

- Promise Early Education Center -(social services, housing, health care, special education services, parent education, budgeting, transportation) through connections with community agencies
- All three of our organizations will work together to develop parameters for participation in UMFs Learn, Earn and Develop (LEAD) Program, focusing on those from rural communities and New Mainers. The focus on New Mainers is especially important given Promise's location and vitally important role they play in the community of Lewiston.
- Scholarships – Maine Association for the Education of Young Children T.E.A.C.H. typically receive financial aid to cover 9-15 courses per academic year (including summers). However, if a T.E.A.C.H. recipient qualifies for a Pell Grant, these funds can be used to cover one semester of courses, leaving T.E.A.C.H. funds available to pay for their course load the next semester. typically receive financial aid to cover 9-15 courses per academic year (including summers). However, if a T.E.A.C.H. recipient qualifies for a Pell Grant, these funds can be used to cover one semester of courses, leaving T.E.A.C.H. funds available to pay for their course load the next semester.
- T.E.A.C.H. Scholarships- Maine Association for the Education of Young Children's for childcare center staff
  - 90% of tuition and book expenses, a per semester travel/access stipend, a \$250-600 bonus for scholars who complete their contract, counseling support from a staff member at MaineAEYC, and paid release time from the classroom (2 hours of paid release time per week for studying & homework up to 32 hours per term).
- Detailed DEI Plan using some of TN's best practices.
- UMF student support services, including UMF Teachers Rising resiliency program.
- Bridges Out of Poverty (understand the challenges for adult learners)
- Feedback mechanisms – anonymous surveys and feedback groups

## Sustainability

- History of working effectively with Promise Early Education Center
- Using a grant-funded instructor across the first full year of the program will allow UMF to determine what is the most effective strategy for apprentices and faculty to offer the program.
- Make scholarship programs known to apprentices.

## **Proposed Services**

### Services to be Provided

UMF working with Promise Early Educational Center, MaineAEYC's T.E.A.C.H. Program, and a newly established Apprenticeship and Training Committee, will develop and implement an apprenticeship program for our bachelor's degree programs in ECH and ECS. This will be accomplished through collaborative curriculum development to establish OJL competencies.

## **STATE OF MAINE INDIVIDUAL EVALUATION NOTES**

program will be designed to help students receive an 081 teacher Certification and a Bachelor of Science degree in Early Childhood Education. Another option for apprentices is to receive a 282 teacher Certification (B-5) and a Bachelor of Science in Early Childhood Special Education. Both degrees will be from UMF.

- Family Development Credentials (Promise Early Education Center)
- Child Development Associate Credentials (Promise Early Education Center)
- PD Program: CPR/first aid, child abuse, second language acquisition, culturally responsive environments, and supporting children’s social-emotional needs (Promise Early Education Center)
- 3 professional coaches – both mentors and apprentices (Promise Early Education Center)
- Stipends for \$1500 plus micro-credential opportunity mentor teachers (Promise Early Education Center)
- Planning a site at CMMC
- Intentional identification of the credentials the program is geared to

### Implementation Plan

- Apprenticeship Model Development: January to May 2024 an Apprenticeship and Training Committee will be formed with representatives from both agencies and the community. (Minimum of 2,000 hours of on the job learning and 144 hours of classroom based training, aligned with and working toward state identified licensing certification.)
- Instruction for apprentices June 2024
- 12 apprentices, 24 with 2 full years of service

### Budget

- \$144,000 Within the parameters of the RFP and provides capacity support and budget is clearly articulated.
- In-kind is described in narrative but not included in budget.

### **Letters of Support**

Promise Education Center  
Maine Association for the Education of Young Children’s T.E.A.C.H. (Intermediary Sponsor)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** MSAD 52 Adult and Community Education

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**MSAD 52 Adult and Community Education Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- The strength of the Adult Education (A.E.) program is described through the experiences of 2 leaders within the MSAD 53 AE staff both have knowledge and expertise in A.E. and one has experience with the desired outcomes (create pre-apprenticeship and apprenticeship for Ed. Tech skill development and credentialing advancement) for a target audience in multilingual learning and special education.
- Staff has experience with several grants.
- Partnerships are described with Eastern Maine Development Corporation and UMaine Augusta as examples.

Subcontractors/ Partnerships

- Plans to partner with FEDCAP and other agencies to address barriers.

DEI/Supportive Services

- Language acquisition program and the translation of international transcripts – major investment
- Seeks to build partnerships with immigrant and asylee organizations and immigrant rights advocates.
- Plans to seek feedback through surveys to students and community leaders to measure outcomes and success.
- Began discussions with immigrant leaders in Lewiston regarding weekly rideshare programs for students. These community leaders will help identify interested students who are interested in education as a profession. In parallel, community leaders have asked MSAD 52 to train a community of peer educators.

Sustainability

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

- State that the success of advancing EdTech. certifications levels within the SAU will increase cohort numbers and increase sustainability.
- Some SAU funding will be used to leverage workforce training.
- Recruitment funds will be leveraged to promote and recruit candidates.
- Intend to partner with Maine community colleges to promote MCCS affordability.
- Develop long-term connections with IHE.

**Proposed Services**

Services to be Provided /Implementation Plan

- Target audience: Immigrants, people of color, current employees with Ed. Tech Level 1 certification
- Mentors will be solicited, recruited, and selected from within MSAD 52 community.
- Mentor training – series of boot camps, follow-up PD, regular meetings, and compensation
- Year 1 10 trainers trained; Year 2 10 trainers trained.
- Varied delivery
- No identification of who is the sponsor.

Budget

No budget is provided.

**Letters of Support**

No letters

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Public Schools

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Portland Public Schools Individual Evaluator Comments**

**Organization Qualifications and Experience**

Organization Overview

- Largest and most diverse school district in Maine, 50% student population is BIPOC, with many also multi-lingual.
- There is great disparity between demographics of staff and students.
- In 6 years (2016-2022) demographics have improved BIPOC teachers from 3% to 9%; Ed. Techs from 15% to 23%. Many of the Ed. Techs are immigrants and many have previous teaching experience in other countries.
- Lessons learned from 2 years of piloting Elevating Educators initiative -pathway for Ed. Techs to become teachers (2021 Director of BIPOC Career Pathways and Leadership Development was created)
- No fiscal support experience described.
- Built on Portland Promise document of 2017.
- Director of BIPOC Career Pathways and Leadership Development will provide overall grant management which will include implementation of the grant, monitoring performance metrics, and submission of grant reports. Portland Public Schools grant accountant will support the management of the grant funds.

Subcontractors/ Partnerships

- Portland Adult Education
- Maine Educators Consortium
- SMCC
- EMCC
- UMaine Farmington
- USM
- Portland Education Association

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

### DEI

- Recruit 50% of BIPOC staff to apprenticeship program with help from community based organizations.
- Monitoring staff diversity quarterly
- Over the past 2 years, 14 Ed. Techs have been supported to become teachers in PPS.

### Supportive Services

- International credential evaluation
- Translation fees
- Course textbooks
- Transportation, childcare, housing
- PPS Social work support

### Sustainability

- Investment in local budget for course reimbursement and creation of Director of BIPOC Career Pathways and Leadership Development
- Long-term partnerships
- Seek out other funding sources (e.g., New School Venture and BARR/TNTP)
- Maine Community Foundation -scholarships
- Potential barrier – length of time within asylum and visa processes and review of international credentials

### **Proposed Services**

#### Services to be Provided

- Create apprenticeships for Portland Ed. Techs and teachers.
- 42 apprentices (21 year 1, 21 year 2)
- Target audience- people of color and multi-lingual individuals
- Tiered model with multiple entry points
  - Tier 1 Ed. Tech Prep and Training
  - Tier 2 Accelerated Teacher Preparation
  - Tier 3 Apprentice Practicum
  - Tier 4 BIPOC new teacher coaching
- 144 hours or more of training offered by Portland Adult Education; EMCC, SMCC, Maine Educator Consortium; UMaine Farmington, USM – It seems unclear which of these trainings will be part of which Tier.
- Minimum of 2000 hours of OJL; No mention of credit for demonstrating competency
- Credentials: Ed Tech certifications and Maine teacher conditional or professional certifications
- Incentives for recruiting for special education.
- Director of BIPOC Career Pathways and Leadership Development will conduct intake to determine strengths, goals, and needs and serve as mentor to apprentices, providing case

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

management and advisory support to help people identify which program tier and course makes sense for their career goals.

Implementation Plan

- Year 1: add apprentices via additional coursework and use funds from another source to Pilot Apprentice Practicum for 3 Ed. Techs.
- Year 2: 10 Apprentices in Apprentice Practicum

Budget.

\$252,000 Request is over the allowable allocation amount.

\$275,920 Leverage, match, or in-kind funds- local budget items indicated in proposal budget.

**Letters of Support**

SMCC

Portland Adult Education

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Portland Adult Education

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Portland Adult Education Individual Evaluator Comments**

Organization Overview

- Portland Adult Education (PAE) is under the governance of Portland School Department
- Recently expanded its partnerships to include customized workforce training programs.
- Serves 2000 non-native speaking English students per year.
- PAE advisors and teachers work with people for extended periods of time as they adjust to living and working in the US.
- PAE established New Mainers Resource Center in 2013 to assist skilled, internationally trained professional in obtaining jobs and in 2018 created the Education Academy.
- In FY 23 PAE received Maine DOL grant to establish-Renewable Energy Careers- Pre-Apprenticeship; Medical Assistant Pre-Apprenticeship; Health Office Pre-Apprenticeship
  - 22 pre-apprentices, 22 (100%) are non-native. English speakers, 21 are people of color (95%), 8 are women (36%), and 18 (82%) were unemployed or out of the workforce (often because of a lack of a work permit) at point of intake into Portland Adult Education.
- Currently partners with 20 employers on its multiple sectors. specific training programs in healthcare, education, financial services, and transportation.
- PAE plans to work with PPS administrators and Director of BIPOC Career Pathways and Leadership Development on the pre-apprenticeship and apprenticeship pathway.
- Provided examples of fiscal management and outreach and promotion
- Relationships local universities.

Subcontractors/ Partnerships

- Seeking to partner with SMCC Educator Apprenticeship Program
- South Portland Adult Education and South Portland School Department
- Maine Immigrant Rights Coalition
- State Refugee Advisory Council
- City of Portland Office of Economic Opportunity Advisory Team
- Portland Educators Association and Portland Educators Ed. Tech Association



# STATE OF MAINE INDIVIDUAL EVALUATION NOTES

## DEI

- served approximately 1,680 current and wait-listed academic and workforce students since July 1, 2021, and approximately 88% identify as people of color, 58% identify as female, 30% are unemployed, and 90% have low incomes.
- majority of PAE students represent a subset of the BIPOC community as they are immigrants who come from close to 70 different countries.
- PAE provides regular mandatory training around equity-related subjects for all staff each year.
- recently worked with a racial equity advisory group composed of stakeholders within the community.
- Application includes a list of inclusive practices PAE intends to utilize.

## Supportive Services/Partners

- Goodwill Workforce Solutions
- City of Portland General Assistance
- FEDCAP/Aspire
- Vocational Rehab
- Portland Public Schools
- Gorham Public Schools
- Portland Educators Association (PEA) and PEA for Educational Technicians
- Southern Maine Community College
- Cumberland County Adult Education and Career Development Hub
- Maine Immigrant Rights Coalition
- State Refugee Advisory Council
- City of Portland Office of Economic Advisory Team

## Sustainability

- leverage workforce system partnerships to secure tuition support for eligible candidates in the future once the Educator Pre-apprenticeship program is established, as well as advocate for additional state and local funding to support workforce training programs into the future.
- In order to mitigate the risks, PAE will need flexibility to respond to changes.

## **Proposed Services**

Intends to create an Educator Pre-Apprenticeship program design and targeted to meet the needs of internationally trained educators from racially and linguistically diverse communities.

## **STATE OF MAINE INDIVIDUAL EVALUATION NOTES**

### Services to be Provided

- Anticipate 42 internationally trained educators and multilingual individuals.
- Description includes many references to PPS TRAP application.
- 90 hours of instruction over 12-week trimester period
- Industry credential- Maine DOE Ed. Tech III
- Pre-apprentice supports- Workforce and Pre-apprentice Navigator, advisers,
- Program support -Grant manager

### Implementation Plan

- Program development through the end of 2023
- Recruitment will begin in January 2024
- Launch with 10 pre-apprentices in Spring 2024
- 10-12 pre-apprentices in Fall 2024
- 10-12 pre-apprentices in Winter 2024
- 10-12 pre-apprentices in Spring 2025

### Budget.

- \$112,425 Leveraged, match, or in-kind funds.
- With matched funding – METRO DiriGo Bus Pass and FT social worker
- Leveraged funding towards certification fees, fingerprinting fees, credential evaluations.
- Leverage funds from New Mainers Resource Center expansion grant from GOPIF and Foreign Trained Professionals funding from the Maine DOE, and Tax Increment Financing (TIF) provided by the City of Portland fees.
- \$252,050 Budget requested is over the allocation cap.

### **Letters of Support**

- Portland Public Schools
- South Portland Adult Education

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202307161

**RFP TITLE:** Maine Teacher Apprenticeship Pilot Program

**BIDDER NAME:** Central Western Maine Workforce Development Board

**DATE:** 10/15/23

**EVALUATOR NAME:** Diana Doiron

**EVALUATOR DEPARTMENT:** Maine DOE

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**Central Western Maine Workforce Development Board Individual Evaluator Comments**

Organization Overview

- Understand the lack of qualified staff of the 5 counties (Androscoggin, Franklin, Oxford, Somerset) and work with industry and community leaders to develop solutions.
- The central western region currently has 240 Teacher openings, of which 15.8% are in LPS. Likewise, there are currently 228 Education Technician openings of which 19.7% are in Lewiston Public Schools (LPS)
- Lewiston has worked closely with UMF and CMCC on certification-related strategies.
- Executive Director has 24 yrs. experience at one of UMS smaller campuses that developed a specialized teacher prep program for individuals who already earned a bachelor’s degree.
- Lewiston Adult Ed Program recipient of Maine DOL Maine Apprenticeship Program grant
- Once approaches used in the LPS pilot have shown viability, they will be replicated in other SAU in the 5 regions.
- May consider building a high school pathway and CTE pre-apprenticeship credential pathways in the future.
- Matriculation agreement between UMF and CMCC
- CWMWDB oversees several WIOA grants from the Maine Department of Labor. This includes implementation, development of policies that guide programs, financial oversight, monitoring of performance measures, and submission of reports.

Subcontractors/ Partnerships

Lewiston Public Schools -Partner  
Maine Workforce Development Compact – Lewiston partner  
UMF  
CMCC  
Lewiston Adult Education  
Lewiston Education Association

DEI

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

- LPS student body 47% non-white with 25% multilingual individuals
- International transcript review is costly and challenging to navigate.
- LPS has DEI training program through HR department.
- Lewiston Adult Education has established training program for area employers.
- Wage increases as apprentices earn progressive Ed. Tech certifications.

### Supportive Service

- LPS has network of transportation supports.
- Grant funding could support pre-apprenticeship needs and apprenticeship needs identified in navigator and LPS of review of their progress.

### Sustainability

- As a result of this pilot, it is expected that SAUs, as employers, will more readily access the workforce development system in place and that our Community College System and University System will work hand and hand with these employers to assist with training. employees reach the goal of teacher certification.
- The LPS pilot will shed light on the Pre-Apprenticeship and Apprenticeship programs as pathways to becoming an educator.

### **Proposed Services**

Alternate pathways to certification, including apprenticeship and pre-apprenticeship.

### Services to be Provided/Implementation Plan

- LPS teachers offer high-quality PD including specific training in mathematics and foundational reading skills, goal-focused planning and sheltered instruction for English Language Learners
- LPS has established partnership with CMCC and UMF for courses required for certification including Teacher Exceptional Children in the Regular Classroom, Child Psychology, Diversity in the Classroom)
- Hire an Apprentice Navigator
  - Offers a Prior Learning Assessment and award credit for knowledge already obtained.
  - Offers 1-1 individual plan for efficient and effective path to credential for Lewiston's Ed. Techs, including PLA and apprenticeship.
  - Adapts current mentor program for pre-apprentices and apprentices.
- 12 apprentices 25 pre-apprentices

### Budget.

- All appropriate resources of state and federal entities, as well as the local workforce system, will be cataloged and brought to bear when developing the certification plan of each of the 25 individuals we

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

hope to serve.

- Leveraged, match or in-kind \$10,000 each year for 2 years.
- \$150,000 Proposed budget within the parameters for allocation.

**Letters of Support**

No letters



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202307161  
RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, Diana Doiron accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:

*Diana Doiron*

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10/10/2023

**Signature**

**Date**



STATE OF MAINE  
DEPARTMENT OF Labor

Janet T. Mills  
Governor

Laura Fortman  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202307161**  
**RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, Joan Dolan  
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

Joan M. Dolan  
Signature

September 29, 2023  
Date



STATE OF MAINE  
DEPARTMENT OF Labor

Janet T. Mills  
Governor

Laura Fortman  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202307161**  
**RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, Tamara Ranger accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

*Tamara Ranger*

11/1/2023

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Signature

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Date





STATE OF MAINE  
DEPARTMENT OF LABOR

Janet T. Mills  
Governor

Laura Fortman  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202307161**  
**RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, **Wendy Kostenbauder**, accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

Wendy Kostenbauder  
Signature

9/29/2023  
Date



**STATE OF MAINE  
DEPARTMENT OF LABOR**

**Janet T. Mills  
Governor**

**AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202307161  
RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, Name accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

*Samantha Dina*

**October 1, 2023**

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**Signature**

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**Date**



STATE OF MAINE  
DEPARTMENT OF EDUCATION

Janet T. Mills  
Governor

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202307161**  
**RFP TITLE: Maine Teacher Apprenticeship Pilot Program**

I, Amy Poland, accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Labor. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

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Amy Poland  
Signature

10/4/2023  
Date