



DEPARTMENT OF ADMINISTRATIVE AND FINANCIAL SERVICES
OFFICE OF STATE PROCUREMENT SERVICES
 STATE OF MAINE

PROCUREMENT JUSTIFICATION FORM (PJF)

This form must accompany all contract requests and sole source requisitions (RQS) over \$10,000 submitted to the Office of State Procurement Services.

INSTRUCTIONS: Please provide the requested information in the white spaces below. All responses (except signatures) must be typed; no hand-written forms will be accepted. See the guidance document posted with this form on the Procurement Services intranet site (Forms page) for additional instructions.

PART I: OVERVIEW			
Department Office/Division/Program:		Maine Department of Education	
Department Contract Administrator or Grant Coordinator:		Beth Lambert	
(If applicable) Department Reference #:			
Agency Department Code:	05A	Advantage CT / RQS #:	2025112100000001227
Amount: (Contract/Amendment/Grant)	\$45,360		
CONTRACT	Proposed/Original Start Date:	12/19/2025	Proposed/Most Recent End Date: 7/31/2026
AMENDMENT	New Effective Date:		New End Date (if Applicable):
GRANT	Project Start Date:		Grant Start Date:
	Project End Date:		Grant End Date:
Vendor/Provider/Grantee Name, City, State:		SupportEd, LLC Fairfax, VA	
Brief Description of Goods/Services/Grant:		Professional development on WIDA English Language Development Standards	

PART II: JUSTIFICATION FOR VENDOR SELECTION			
Check the box below for the justification(s) that applies to this request. (Check all that apply.)			
<input type="checkbox"/>	A. Competitive Process	<input type="checkbox"/>	G. Grant
<input type="checkbox"/>	B. Amendment	<input type="checkbox"/>	H. State Statute/Agency Directed
<input checked="" type="checkbox"/>	C. Single Source/Unique Vendor	<input type="checkbox"/>	I. Federal Agency Directed
<input type="checkbox"/>	D. Proprietary/Copyright/Patents	<input type="checkbox"/>	J. Willing and Qualified
<input type="checkbox"/>	E. Emergency	<input type="checkbox"/>	K. Client Choice
<input type="checkbox"/>	F. Higher Education Cooperative Project	<input type="checkbox"/>	L. Other Authorization

Please respond to ALL of the questions in the following sections.

PART III: SUPPLEMENTAL INFORMATION

1. Provide a more detailed description and explain the need for the goods, services or grant to supplement the response in Part I.

This project addresses the needs of Maine educators by providing a **cohort-based professional learning series** for them, focused on integrating the WIDA English Language Development Standards into literacy and numeracy instruction. The series will build statewide educator capacity, strengthen cross-role collaboration, and produce Maine-specific instructional resources. By June 2026, measurable outcomes include increased educator capacity to implement evidence-based strategies, integration of the WIDA ELD Standards into classroom practice, improved differentiation, enhanced collaboration, and the development of customized instructional tools shared statewide.

2. Provide a brief justification for the selected vendor to supplement the response in Part II. Reference the solicitation (RFP/RFA/RFQ) number if applicable.

A market scan was conducted to identify professional development providers offering training related to multilingual learner (ML) instruction, language development, and educator capacity building. The review included nationally recognized organizations, research institutions, professional associations, and general professional development providers whose offerings reference multilingual, bilingual, or culturally and linguistically responsive practices.

In addition to addressing multilingual learner access and compliance requirements, the Maine Department of Education must ensure that professional development aligns with the Governor's Literacy and Numeracy Action Plans, which emphasize:

- Evidence, based instruction in literacy and mathematics
- Coherent, statewide approaches to instructional improvement
- Strengthening educator capacity to serve diverse learners
- Closing achievement gaps through high, quality, accessible instruction

For multilingual learners, achieving these goals requires professional development that integrates language development with literacy and numeracy instruction, ensuring that students can meaningfully access grade, level content while developing English proficiency.

- The following organizations were reviewed as part of the market scan:
 - **WIDA Consortium** provides professional development aligned to language development standards and assessment practices. While widely recognized and research, based, WIDA offerings are typically delivered as standardized or stand, alone workshops and do not provide the level of customization, applied instructional design, or sustained implementation support needed to directly support literacy and numeracy instruction within local classroom contexts.
 - **Center for Applied Linguistics (CAL)** offers research, technical assistance, and professional learning related to language acquisition and bilingual education. These

PART III: SUPPLEMENTAL INFORMATION

services are often research, or policy, oriented and are not designed to support educators in integrating language development with daily literacy and numeracy instruction aligned to statewide instructional priorities.

- **National Association for Bilingual Education (NABE)** provides professional learning primarily through conferences and large, scale events. These offerings support professional awareness and advocacy but are not structured to deliver customized, implementation, focused professional development aligned to the Governor’s Literacy and Numeracy Action Plans.
- **Regional and Multistate Associations for Bilingual Education (e.g., MABE)** offer institutes and workshops related to bilingual and dual, language education. While valuable for professional growth, these offerings are not designed to support statewide coherence or integration with Maine’s literacy and numeracy initiatives.
- **WestEd** delivers professional learning that may include multilingual learner supports as part of broader instructional improvement efforts. Multilingual learners are one of several focus areas, rather than the exclusive focus, and services are not typically designed to address the intersection of multilingual learner access, literacy, and numeracy within Maine’s specific policy context.

Based on this market scan, no other reviewed provider offers professional development that is exclusively focused on multilingual learners while also meeting all required criteria, including: demonstrated expertise in multilingual education; alignment with federal civil rights obligations; integration of language development with literacy and numeracy instruction; customization to local context; delivery of applied, classroom, ready instructional strategies; and opportunities for sustained learning and implementation support.

The results of this market scan support the determination that SupportEd is uniquely qualified and is the only provider able to deliver professional development that meets Maine’s instructional, legal, and statewide policy priorities. SupportEd’s professional development is designed specifically for educators serving multilingual learners and explicitly integrates language development with evidence, based literacy and numeracy instruction.

3. Explain how the negotiated costs or rates are fair and reasonable; or how the funding was allocated to grantee.

The following is the timeline of the Departments negotiation of the costs:

- July 3, 2025
SupportEd submitted an initial all-inclusive proposal totaling **\$59,000** for multilingual learner professional development aligned to the Governor’s Initiative. The proposed amount included both direct and indirect costs.
- July–October 2025
During application review, The Maine DOE’s ESEA (Elementary and Secondary Education Act) Team requested a more detailed cost breakdown to assess reasonableness and

PART III: SUPPLEMENTAL INFORMATION

allocability under 2 CFR 200.404 and 2 CFR 200.405. The team also requested evidence of vendor cost negotiation.

- November 7, 2025
The ESEA Team notified the department that the application could not be approved in its current form due to insufficient cost detail and lack of demonstrated vendor negotiation. The team revised the application to the maximum allowable ESEA funding, reducing the request to:
 - \$42,000 in direct costs, and
 - \$3,360 in indirect costs (8% restricted rate), for a total of \$45,360.
 - The remaining \$13,640 in indirect costs would need to be supported with non-federal funds or removed through vendor negotiation.
- November 7, 2025 (Application Revisions Issued)
The ESEA Team provided a revised application with edits focusing on:
 - Budget alignment with ESEA funding limits
 - Alignment of narratives and timeline to a 11/17/25–8/31/26 project period
 - Clarification of direct and indirect cost breakdowns
 - A clean version was provided for final submission if non-federal funds were secured.
- November 18, 2025
The department negotiated with SupportEd, resulting in a **reduced** total project cost of **\$45,630.00** bringing the budget into alignment with ESEA funding requirements.

4. Describe the plan for future competition for the goods or services.

The Department plans to evaluate the outcomes of this contract through educator feedback, evidence of classroom application, and measures of statewide impact on instructional alignment. Findings from this evaluation will inform future professional learning needs, including whether continued services of this type are required, modified, or expanded.

As part of future planning, the Department will continue to assess the broader landscape of available providers, determine whether comparable services exist, and identify the most appropriate procurement approach if there is a continued or future need.

PART IV: AMERICAN RESCUE PLAN ACT (ARPA) / MAINE JOBS & RECOVERY PLAN (MJRP)

Does this request utilize ARPA/MJRP funds?

Yes, MJRP funds (023) – If Yes, please attach the approved Business Case(s).

Yes, ARPA funds (025) – If Yes, please be aware of the requirements from awarding federal agencies.

No – If No, proceed to Part V.

PART V: CONFLICTS OF INTEREST (COI); CONTRACT WITH THE STATE


Maine law contains Conflict of Interest statutes directed to State Departments, State Officers, and Employees Generally under MRS [Title 5, §18](#) and [§18-A](#), in harmony with MRS [Title 17, §3104](#).

The requesting department’s signatory affirms, understands, and acknowledges Maine’s Conflict of Interest statutes and, in accordance with those statutes and to the best of their knowledge, has determined that no conflict of interest exists at the time of this contract, renewal, or amendment.

PART VI: APPROVALS

Governor/Department Commissioner or Designee

1. The signature below indicates approval of this procurement request.

Signature of requesting Department’s Commissioner (or designee):	DocuSigned by:  7C42E98267714BF...		
Typed Name:	Daniel A. Chuhta	Date:	1/29/2026

2. Additional signature required **ONLY if box E (Emergency) is selected in PART II**. The signature below indicates approval by the Department’s Commissioner, or the designee specifically authorized to approve emergency procurement requests.

Signature of requesting Department’s Commissioner (or designee):			
Typed Name:		Date:	

****OSPS Section Only****

Signature of DAFS Procurement Official:	Signed by:  0AA4C3C8A6C2460...		
Typed Name:	Michael Hartmann	Date:	1/30/2026

Certificate Of Completion

Envelope Id: FAA2F360-5643-4C45-8D90-8A72DCB30F1C

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Daniel A. Chuhta

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Daniel.Chuhta@maine.gov

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Pool: Maine Department of Education

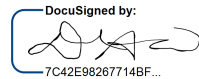
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Daniel.Chuhta@maine.gov

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Deputy Commissioner

Signed: 1/29/2026 1:48:26 PM

Maine Department of Education

Freeform Signing

Security Level: Email, Account Authentication (Optional)

Signature Adoption: Drawn on Device

Using IP Address: 142.105.194.99

Electronic Record and Signature Disclosure:

Not Offered via Docusign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Witness Events

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Notary Events

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Status

Timestamps

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1/29/2026 1:46:39 PM

Certified Delivered

Security Checked

1/29/2026 1:46:45 PM

Signing Complete

Security Checked

1/29/2026 1:48:26 PM

Completed

Security Checked

1/29/2026 1:48:26 PM

Payment Events

Status

Timestamps