

State of Maine
RFP / Proposal Master Score Sheet

Instructions: Complete the Master Score Sheet below providing all of the requested information for each bidder that submitted a proposal in response to the RFP. This document is to be included in the Selection Package submitted to the Division of Procurement Services for review/approval.

SCORESHEET FOR RFP# 201912214: 21st Century Community Learning Centers Program									
PROPOSAL SUBMITTED BY:		LearningWorks (Biddeford)		RSU 24		LearningWorks (Portland) (EE&R)		LearningWorks (Portland) (OA&P)	
COST:		Cost:	\$210,353.00	Cost:	\$200,000.00	Cost:	\$178,243.00	Cost:	\$167,050.00
EVALUATION ITEM	POINTS AVAIL.								
Section II: Specifications of Work	55	55		54		53		53	
Section III: Budget Proposal	38	38		37		37		38	
Section IV: Priority Points	7	3		5		5		4	
TOTAL	<u>100</u>	<u>96</u>		<u>96</u>		<u>95</u>		<u>95</u>	
PROPOSAL SUBMITTED BY:		LearningWorks (RSU 57)		RSU 45 MSAD 45		Boys & Girls Club of Kennebec Valley (RSU 12)		Auburn School Department	
COST:		Cost:	\$147,643.00	Cost:	\$138,000.00	Cost:	\$320,000.00	Cost:	\$195,000.00
EVALUATION ITEM	POINTS AVAIL.								
Section II: Specifications of Work	55	54		51		52		52	
Section III: Budget Proposal	38	37		37		36		32	
Section IV: Priority Points	7	3		4		3		5	
TOTAL	<u>100</u>	<u>94</u>		<u>92</u>		<u>91</u>		<u>89</u>	
PROPOSAL SUBMITTED BY:		Franklin County Children's Task Force (RSU 73)		Midcoast Community Alliance (RSU 01)		AOS 90 MSAD 30		Westbrook School Department	
COST:		Cost:	\$320,000.00	Cost:	\$146,933.72	Cost:	\$180,000.00	Cost:	\$150,000.00
EVALUATION ITEM	POINTS AVAIL.								
Section II: Specifications of Work	55	48		48		45		52	
Section III: Budget Proposal	38	34		36		37		31	
Section IV: Priority Points	7	6		4		4		3	
TOTAL	<u>100</u>	<u>88</u>		<u>88</u>		<u>86</u>		<u>86</u>	

PROPOSAL SUBMITTED BY:		RSU 56		RSU 59 MSAD 59		Lewiston School Department		RSU 25	
COST:		Cost:	\$231,771.65	Cost:	\$240,000.00	Cost:	\$129,135.86	Cost:	\$150,000.00
EVALUATION ITEM	POINTS AVAIL.								
Section II: Specifications of Work	55	46		47		40		38	
Section III: Budget Proposal	38	33		28		25		27	
Section IV: Priority Points	7	4		6		6		4	
TOTAL	<u>100</u>	<u>83</u>		<u>81</u>		<u>71</u>		<u>69</u>	

Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:47 AM
To: super@aos90.org
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - AOS 90 MSAD 30 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

As is true of most 21st CCLC grant competitions the Department holds, we received a number of quality applications this year. While we wish we were in a position to fund all proposals, the unfortunate truth is that requests often far outweigh available funding. That is true for this year's competition, which has resulted in 10 conditional awards.

Please review the attached letter at your earliest convenience and maintain a copy for your records. Due to the COVID-19 epidemic, please be aware that we will not be mailing hard copies of award letters this year.

Thank you again for your continued interest in the 21st CCLC program and in doing business with the State of Maine.

Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**STATE OF MAINE
DEPARTMENT OF EDUCATION**

**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Mr. William Braun
AOS 90 MSAD 30
61 Winn Road
Lee, ME 04455

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Mr. Braun:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
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- LearningWorks (Biddeford)
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- LearningWorks (Portland) (OA & P)
- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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 RFP, following announcement of this award decision, all submissions in response to the RFP 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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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).

Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:47 AM
To: Karen Millard
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Auburn School Department - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

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May 8, 2020

Ms. Karen Millard
Auburn School Department
60 Court Street
Auburn, ME 04210

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Millard:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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- RSU 45 MSAD 45

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Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:47 AM
To: istanchfield@bgckv.org
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Boys & Girls Club of Kennebec Valley (RSU 12) - Award Notification Letter - 05-08-20.pdf
Importance: High

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Best Wishes,

Travis W. Doughty

State Coordinator

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May 8, 2020

Ms. Ingrid Stanchfield
Boys & Girls Club of Kennebec Valley
14 Pray Street
Gardiner, ME 04345

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Stanchfield:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:47 AM
To: Doug Saunders
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Franklin County Children's Task Force (RSU 73) - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

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May 8, 2020

Mr. Doug Saunders
Franklin County Children's Task Force
113 Church Street
Farmington, ME 04938

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Mr. Saunders:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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Sincerely,

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21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:47 AM
To: Marci Dionne
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - LearningWorks (Biddeford) - Award Notification Letter - 05-08-20.pdf
Importance: High

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Best Wishes,

Travis W. Doughty

State Coordinator

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Maine Department of Education

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May 8, 2020

Ms. Marci Dionne
LearningWorks
181 Brackett Street
Portland, ME 04102

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Dionne:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: Trina Dorn
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - LearningWorks (Portland) (EE&R) - Award Notification Letter - 05-08-20.pdf
Importance: High

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State Coordinator

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**Pender Makin
Commissioner**

May 8, 2020

Ms. Trina Dorn
LearningWorks
181 Brackett Street
Portland, ME 04102

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Dorn:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: 'Kate Doherty'
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - LearningWorks (Portland) (OA&P) - Award Notification Letter - 05-08-20.pdf
Importance: High

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As is true of most 21st CCLC grant competitions the Department holds, we received a number of quality applications this year. While we wish we were in a position to fund all proposals, the unfortunate truth is that requests often far outweigh available funding. That is true for this year's competition, which has resulted in 10 conditional awards.

Please review the attached letter at your earliest convenience and maintain a copy for your records. Due to the COVID-19 epidemic, please be aware that we will not be mailing hard copies of award letters this year.

Thank you again for your continued interest in the 21st CCLC program and in doing business with the State of Maine.

Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**STATE OF MAINE
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**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Kate Doherty
LearningWorks
181 Brackett Street
Portland, ME 04102

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Doherty:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
- Franklin County Children's Task Force (RSU 73)
- LearningWorks (Biddeford)
- LearningWorks (Portland) (EE & R)
- LearningWorks (Portland) (OA & P)
- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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 RFP, following announcement of this award decision, all submissions in response to the RFP 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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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).

Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: amody@learningworks.me
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - LearningWorks (RSU 57) - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

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23 State House Station | Augusta, ME 04333-0023

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**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Aimee Moody
LearningWorks
181 Brackett Street
Portland, ME 04102

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Moody:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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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Thank you for your interest in doing business with the State of Maine.

Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: Jenn Carter
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Lewiston School Department - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator
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23 State House Station | Augusta, ME 04333-0023
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Commissioner**

May 8, 2020

Ms. Jenn Carter
Lewiston School Department
36 Oak Street
Lewiston, ME 04240

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Carter:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

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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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: Jamie Dorr
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Midcoast Community Alliance (RSU 01) - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

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Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Jamie Dorr
Midcoast Community Alliance
4 Old Brunswick Road
Bath, ME 04530

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Dorr:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

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Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: Kristen McFarland
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - RSU 24 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Kristen McFarland
RSU 24
2165 US Highway 1
Sullivan, ME 04664

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. McFarland:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

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

Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

STATEMENT OF APPEAL RIGHTS

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: evelyn.beaulieu@rsu25.org
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - RSU 25 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**Pender Makin
Commissioner**

May 8, 2020

Ms. Evelyn Beaulieu
RSU 25
62 Mechanic Street
Bucksport, ME 04416

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Beaulieu:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

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

Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

STATEMENT OF APPEAL RIGHTS

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: Halina Herzog
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - RSU 45 MSAD 45 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**Janet T. Mills
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**Pender Makin
Commissioner**

May 8, 2020

Ms. Halina Herzog
RSU 45 MSAD 45
33 School Street
Washburn, ME 04786

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Herzog:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

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

Sincerely,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: pdoyen@rsu56.org
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - RSU 56 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

As is true of most 21st CCLC grant competitions the Department holds, we received a number of quality applications this year. While we wish we were in a position to fund all proposals, the unfortunate truth is that requests often far outweigh available funding. That is true for this year's competition, which has resulted in 10 conditional awards.

Please review the attached letter at your earliest convenience and maintain a copy for your records. Due to the COVID-19 epidemic, please be aware that we will not be mailing hard copies of award letters this year.

Thank you again for your continued interest in the 21st CCLC program and in doing business with the State of Maine.

Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**STATE OF MAINE
DEPARTMENT OF EDUCATION**

**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Pam Doyen
RSU 56
147 Weld Street
Dixfield, ME 04224

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Doyen:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
- Franklin County Children's Task Force (RSU 73)
- LearningWorks (Biddeford)
- LearningWorks (Portland) (EE & R)
- LearningWorks (Portland) (OA & P)
- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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 RFP, following announcement of this award decision, all submissions in response to the RFP 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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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).

Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: 'julie.wallace@msad59.org'
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - RSU 59 MSAD 59 - Award Notification Letter - 05-08-20.pdf

Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

T: 207.624.6709 | E: travis.w.doughty@maine.gov

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**STATE OF MAINE
DEPARTMENT OF EDUCATION**

**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Julie Wallace
RSU 59 MSAD 59
205 Main Street
Madison, ME 04950

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Wallace:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

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- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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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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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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).

Doughty, Travis W

From: Doughty, Travis W
Sent: Friday, May 08, 2020 9:48 AM
To: harveyw@westbrookschoools.org
Subject: Notice of Award Decisions for RFP#201912214: 21st Century Community Learning Centers Program
Attachments: RFP#201912214 - Westbrook School Department - Award Notification Letter - 05-08-20.pdf
Importance: High

Good Morning,

Please find the attached award notification letter pertaining to RFP#201912214 for the 21st Century Community Learning Centers (21st CCLC) program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a grant award. While this information is being sent directly to you as the primary contact noted in your organization's application, please feel free to share this information with your colleagues and partners.

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Best Wishes,

Travis W. Doughty

State Coordinator

21st CCLC Program | SIG Program | SSAE Program

Maine Department of Education

23 State House Station | Augusta, ME 04333-0023

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**STATE OF MAINE
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**Janet T. Mills
Governor**

**Pender Makin
Commissioner**

May 8, 2020

Ms. Wendy Harvey
Westbrook School Department
117 Stroudwater Street
Westbrook, ME 04092

SUBJECT: Notice of Conditional Contract Awards under RFP # 201912214,
21st Century Community Learning Centers Program

Dear Ms. Harvey:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21st Century Community Learning Centers program. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- Auburn School Department
- Boys & Girls Club of Kennebec Valley (RSU 12)
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- LearningWorks (RSU 57)
- Midcoast Community Alliance (RSU 01)
- RSU 24
- RSU 45 MSAD 45

The bidders listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFP, 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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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,

Travis W. Doughty,
21st CCLC State Coordinator
Maine Department of Education

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
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: AOS 90 MSAD 30
DATE: 04/30/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	1
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	1
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: AOS 90 MSAD 30
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	4
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	5
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	2
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	8
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	2
Section II Total (Max. 55 Points)		45

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: AOS 90 MSAD 30
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> Estimated cost per regular, low-performing student (which does not exceed \$2,600) Evidence is provided that there is a commitment of adequate resources for all participants Fee structure is described, if applicable Federal, State, and local program resources Purpose of all expenditures has been described In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> Are complete and align with the budget narrative Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	3
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		37

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	1
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		86

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: AOS 90 MSAD 30
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>45</u>
<p>Evaluation Team Comments:</p> <p>The bidder demonstrated thorough evidence of multiple partnerships in combination with nearly 40 hours of initial planning. Needs assessment provided was clear, with relevant data points. Operational hours for school year programming exceeds the state’s minimum requirements by a substantial margin. Connections to school day staff are evident. Log books and IEPs are used to inform student programming and track student progress. Staff expertise with adolescence is evident and references to programming being student-driven. Positive inter-district collaboration with regard to program leadership. Bidder intends to use external evaluator to assist with period evaluation of the proposed program.</p> <p>Range of programs and activities are present, but the narrative provided doesn’t quite answer the “how” of programs to be implemented. The review team had concerns around 100% daily participation among RLP student population. Additional details and/or strategies regarding regular student attendance could have been more robust. Many program goals and outcomes noted in Appendix E of the proposal, while ambitious, may not be realistic.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>37</u>
<p>Evaluation Team Comments:</p> <p>Great to see that the proposal would be leveraging CACFP. The level of in-kind contributions provided from the partnering agencies were noted as being significant (\$260,000). No program fees are noted, making the program more accessible. Multiple partners with long histories of sustainability are evident throughout this section of the proposal. Partnering school departments are covering 100% of the transportation cost for the program, demonstrating commitment to eliminating barriers to participation. Evidence of a well-developed sustainability plan has been provided.</p> <p>The budget outlines the use of “Maine DOE funding”, but it’s unclear what/where this funding is coming from. Program advisory board, while diverse, seemed to be missing representation from parents.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>4</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 59%.</p> <p>At least one Tier 3 school was included in the proposal.</p> <p>Overall, the proposal provided a moderate level of evidence for other need, placing a strong emphasis on the lack of and need for strong, positive role models.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Auburn School Department
DATE: 05/05/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	2
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Auburn School Department
DATE: 05/05/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		52

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Auburn School Department
DATE: 05/05/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	2
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	3
Roles and commitment of key partners, including involvement with program design and implementation	4	2
Section III Total (Max. 38 points)		32

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	1
Section V Total (Max. 7 points)		5
OFFICIAL SCORE (Max. 100 points)		89

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Auburn School Department
DATE: 05/05/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>52</u>
<p>Evaluation Team Comments:</p> <p>The overall planning time that went into the proposal totaled roughly 11 hours, with multiple school and district personnel being involved. The bidder conducted an assessment of the current program and used data to build new goals for the renewal proposal that has been submitted. The needs assessment provided a strong case for the need for continued implementation of the 21st CCLC (i.e. high student and family mobility rates, high poverty rates, etc.). The responses provided indicate ongoing partnerships to provide necessary support services. Credit recovery opportunities are also available for high school students. The proposal seems to have good alignment between the proposed programs and activities and the outcomes noted in Appendix E of the proposal. The proposed youth service target at each site seems reasonable, given the scope of the proposal. The review team also noted that the staff-to-student ratios for various types of programs were impressive and surpassed the minimums outlined in Appendix H. The program seems to include a seamless connection to the school day, already having school staff involved in the proposed program. Appendix E, while conservative, included appropriate strategies and activities in order to achieve desired outcomes. The approach for recruiting volunteers to support the program appears strong with the bidder offering the same professional development that all other staff have access to. The proposal outlined a very detailed plan for communication through multiple mediums to various stakeholders. The bidder plans to use an internal, periodic evaluation process, leveraging assessment and survey response data to guide program improvement efforts.</p> <p>The review team expressed concern around summer hour requirements not being met. The proposed 80 hours do not meet the 90-hour requirement. In addition, the proposed 232 hours of instructional time during the school year program do not meet state requirements. Bidder notes not having met goals in previous grant cycle but does not outline how the program would overcome challenges and be successful in the coming year. The planning team, while diverse, seemed to include several school district staff. The team notes that representation from parents and the community were not evident. The review team noted some concerns around targets for parent and family engagement being low.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>32</u>
<p>Evaluation Team Comments:</p> <p>The cost per RLP student is provided within the narrative (~\$1,600). However, the review team notes that the program might have been better served by seeking a higher award amount to increase the level of resources available to support students. A fee structure is implemented in some of the schools, but each uses a sliding fee scale to ensure equitable access to the program. Budget forms are detailed and include good information around various in-kind contributions from partnering organizations. The Auburn School Department is noted as having made significant in-kind contributions to continue supporting the program.</p> <p>While the school district is noted as contributing 35% toward the overall cost of transporting students, it is noted that the \$8,400 contribution is slightly lower than the required 35% contribution amount. With \$24,600 budgeted for transportation, 35% would be \$8,610. The diversity included on the program's advisory board seems to be missing important representation from families and the community—participation is largely school based. The overall sustainability plan presented seems a bit weak, particularly for an established program. The review team questioned why more emphasis hasn't been placed on program sustainability efforts. The overall involvement of partners in the design, development, and delivery of the program seems minimal.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>5</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 74%.</p> <p>One or more Tier 3 schools were included in the proposal.</p> <p>The proposal included moderate level of evidence of other need. The information provided outlines that students and families having high-mobility and challenges brought on by high levels of poverty. There is also mention of continued need for supporting high-school students.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Boys & Girls Club of Kennebec Valley – RSU 12
DATE: 05/05/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Boys & Girls Club of Kennebec Valley – RSU 12
DATE: 05/05/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
Program Management (Maximum 10 Points)	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
Program Evaluation (Maximum 10 Points)	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	2
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	2
Section II Total (Max. 55 Points)		52

Section III. Budget Proposal (38 Total Points)

Budget Narrative and Budget Forms (Maximum 25 Points)	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Boys & Girls Club of Kennebec Valley – RSU 12
DATE: 05/05/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	11
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		36

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2 Points
Section V Total (Max. 7 points)		3
OFFICIAL SCORE (Max. 100 points)		91

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Boys & Girls Club of Kennebec Valley – RSU 12
DATE: 05/05/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>52</u>
<p>Evaluation Team Comments:</p> <p>Narrative provided indicated that 10 hours of planning went into the development of the proposal. The narrative response provided for the needs assessment focused heavily on academic assessment information and poverty levels within the partnering communities. It is noted that there is a real lack of other options available to support students and families within the communities. The proposed programming seems to fulfill a community need in supporting student and families. Proposed programs and activities include targeted academic supports as well as specialty programming during school vacation weeks. The proposal outlines providing the minimum number of instructional hours for both school year and summer programs. The proposal also noted that the plan is serve at least 100 additional students. The program intends to build from current curriculum in both RSU 11 and RSU 12 and, to the extent practical, use teaching staff from each district. Overall, Appendix E outlines clear, measurable, and attainable targets for the proposed program. The strategies and activities also seem to make clear connection to achievement of the goals that have been set. Strong responses have been provided throughout the program management section of the RFP. The bidder’s proposal outlines the use of multiple data sources to conduct periodic, internal evaluations. It is noted that both academic and non-academic data will be used to inform program improvement work.</p> <p>Only three meetings are listed as having been conducted in the development of the proposal and involvement of various stakeholders was limited. Some of the proposed activities seem to be lacking connection to identified needs. The staff-to-student ratios are noted as being somewhat high but are still within the state’s requirements. The review team noted that the ratios provided around recreation program could be lowered in order to offer lower staff-to-student ratios for targeted academic interventions. While a good amount of information is provided around evaluation work, there is no clear sense as to the program’s timeline for evaluation (i.e. time of year, frequency).</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>36</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative provided outlines a cost per RLP student of \$2,500. It also outlines a fee structure, which are charged on a sliding fee scale. Overall, the budget narrative appears to align well with the content of Appendix E. The program advisory board includes diverse representation from parents, students, and partnering agencies. The overall sustainability plan presented appears sound and includes expectations and contributions from both partnering school districts. The roles and commitments among the partnering districts appear to be similar, having the same sort of expectations with regard to responsibilities is key.</p> <p>There appeared to be several discrepancies between the budget narrative and budget forms with regard to covering costs for student transportation. The overall transportation cost is noted as being \$28,600, with more than this amount seemingly being outlined within the budget narrative provided. The budget forms do not include the required transportation contribution from RSU 12 as the lead partner district to the proposal.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>3</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 52%.</p> <p>One or more Tier 1 schools were included in the proposal.</p> <p>The bidder provided a moderate level of other need throughout the proposal, largely including information on financial and academic needs.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Franklin County Children's Task Force – RSU 73
DATE: 04/30/20

Instructions: *The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.*

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	1
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	1
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Franklin County Children’s Task Force – RSU 73
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	5
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	8
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		48

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Franklin County Children’s Task Force – RSU 73
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	3
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	11
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		34

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2
Section V Total (Max. 7 points)		6
OFFICIAL SCORE (Max. 100 points)		88

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Franklin County Children’s Task Force – RSU 73
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>48</u>
<p>Evaluation Team Comments:</p> <p>Planning process looks thorough with bidder having met with multiple stakeholder groups (totaling over 80 hours or work). Multiple mediums were used to gather information and feedback from the community, including Google Polls, e-mail, and phone calls. The proposal has a strong focus on not only supporting students, but families as well. The bidder has designed a program that serves to meet both the academic and non-academic needs of participating students. Evidence of strong collaboration with the school and students from UMF. Youth service target seems reasonable, given the overall size of the program and student population to be served. Summer programming seems robust. Program staff and teachers partner with regard to student plans and tracking student progress over time. Proposal clearly outlines regular communication between provider and both school personnel and parents. Bidder states that both state and local data will be used to measure program outcomes/success via both quarterly work and an annual assessment.</p> <p>Many needs are noted as being evident within the needs assessment portion of the proposal; however, those needs don’t appear to be backed by actual data. Plans for addressing identified needs appeared to be lacking specific details. Professional development plan is evident, but the method for measuring the effectiveness of the professional development is not clear.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>34</u>
<p>Evaluation Team Comments:</p> <p>Bidder has demonstrated adequate alignment between budget narrative and budget forms. The partnering school district included within the application is contributing significant funding for equipment, salaries, and transportation. A majority of the transportation costs for the program (\$75,000) is being covered by the district. A sliding fee scale is evident within the budget. Advisory board includes large group of stakeholders, including community members and parents. Sustainability plan is evident and outlines concrete steps for continuing program services over time.</p> <p>The requested cost-per-RLP student information was not provided as part of the budget narrative. Cost for “club activities” are unclear and questionable.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>6</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 61%.</p> <p>At least one Tier 3 school was included in the proposal.</p> <p>The proposal provides high evidence of other need, with the school community experiencing high instances of substance abuse, juvenile arrests, etc.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Biddeford
DATE: 04/30/20

Instructions: *The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.*

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Biddeford
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		55

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Biddeford
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		38

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded										
<u>Poverty Level:</u>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Percentage of school population eligible for free and reduced price lunch</td> <td style="width: 15%;">Less than 45%</td> <td style="width: 15%;">Between 45% and 59%</td> <td style="width: 15%;">Between 60% and 75%</td> <td style="width: 25%;">Greater than 75%</td> </tr> <tr> <td>Point Scale</td> <td>0 Points</td> <td>1 Point</td> <td>2 Points</td> <td>3 Points</td> </tr> </table>	Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%	Between 60% and 75%	Greater than 75%	Point Scale	0 Points	1 Point	2 Points	3 Points	3	1
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%	Between 60% and 75%	Greater than 75%								
Point Scale	0 Points	1 Point	2 Points	3 Points								
<u>ESEA Accountability Status:</u>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">ESEA accountability status of the school(s) included within the application</td> <td style="width: 15%;">No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support</td> <td style="width: 15%;">One or more schools eligible for “Tier 1” or “Tier 2” support</td> <td style="width: 40%;">One or more schools eligible for “Tier 3” support</td> </tr> <tr> <td>Priority points</td> <td>0 Points</td> <td>1 Point</td> <td>2 Points</td> </tr> </table>	ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support	One or more schools eligible for “Tier 3” support	Priority points	0 Points	1 Point	2 Points	2	0		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support	One or more schools eligible for “Tier 3” support									
Priority points	0 Points	1 Point	2 Points									
<u>Other Need:</u>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Level of evidence within the application</td> <td style="width: 15%;">No Evidence</td> <td style="width: 15%;">Moderate Evidence</td> <td style="width: 40%;">High Evidence</td> </tr> <tr> <td>Priority points</td> <td>0 Points</td> <td>1 Point</td> <td>2 Points</td> </tr> </table>	Level of evidence within the application	No Evidence	Moderate Evidence	High Evidence	Priority points	0 Points	1 Point	2 Points	2	2		
Level of evidence within the application	No Evidence	Moderate Evidence	High Evidence									
Priority points	0 Points	1 Point	2 Points									
Section V Total (Max. 7 points)		3										
OFFICIAL SCORE (Max. 100 points)		96										

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Biddeford
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>55</u>
<p>Evaluation Team Comments:</p> <p>District staff and other partners (including parents) were involved in 10 planning meetings. Multiple tools/mediums were used to communicate with and collect feedback from various stakeholders. In total, over 20 hours of planning work is evident within the proposal. The proposal outlines a clear interpretation of school/community need, with strong data to support the needs identified. Strong response provided on how needs will be addressed through the proposed program. Minimum operational requirements met for school year and summer, with reasonable targets set for number of students to be served. A student-to-staffing ration of 1:8 is planned for all forms of programming. Seamless transition between head-start, 21st CCLC, and the school district's regular educational program. Evidence of the following focus areas: SEL, responsive classroom, and early childhood education. Appendix E outlines realistic targets, with robust narratives provided for both strategies and activities within Appendix E. Parent and Family Engagement goal area noted as having particularly strong response. The school department is contributing the required 35% towards transportation, with clear partnership between the bidder and the school department. Narratives provided regarding program evaluation were detailed, including monthly meetings to review the data that's been collected.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>38</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative provided adequate details and aligned with the financial figures provided within the budget forms. Ample in-kind contributions from the Biddeford School Department totaling roughly 1/3 of the overall budget. No fee structure evident within the budget. Budget forms are noted as being complete and thorough, with adequate line-item details provided. Program advisory board is diverse, including representatives from Special Services and partnering agencies such as Head Start. Program sustainability plan is robust, including the exploration of sponsorships and endowments. Roles and responsibilities of partners has been clearly outlined.</p> <p>Proposal is noted as having a typo with regard to cost-per-RLP student (~\$24,000 versus ~\$2,400).</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>3</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 56%.</p> <p>None of the schools included in the proposal have an ESEA accountability status.</p> <p>High level of evidence provided with regard to other need. Many students are being raised by grandparents due to their own parents being incarcerated. There is evidence of exposure to domestic violence and substance abuse among student population.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (East End & Reiche)
DATE: 04/30/20

Instructions: *The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.*

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrigon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	1

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (East End & Reiche)
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
Program Management (Maximum 10 Points)	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
Program Evaluation (Maximum 10 Points)	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	2
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		53

Section III. Budget Proposal (38 Total Points)

Budget Narrative and Budget Forms (Maximum 25 Points)	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (East End & Reiche)
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	3
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		37

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	3
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	1
Section V Total (Max. 7 points)		5
OFFICIAL SCORE (Max. 100 points)		95

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (East End & Reiche)
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>53</u>
<p>Evaluation Team Comments:</p> <p>Rigorous planning process with planning meetings including diverse groups of partnering organizations. In total, roughly 20 hours were devoted to the bidder's planning process. Narratives provided outlined clear data regarding need (increases in poverty levels, more students requiring ESL supports, etc.). Adequate plan in place to address school/community needs; range of programs and activities seem robust. Clear connection between school-day programs and proposed after-school programs have been provided. Strong emphasis on hiring staff who are skilled at working with younger students as well as honoring student and parent voices in the development of programming. Appendix E provides adequate information with strong evidence of connection with parents and families to address the needs of students. District has contributed the minimum required amount toward transportation costs (35%). Strong process for utilizing volunteers, including recruitment and training. Strong evaluation information provided, including relevant research related to their target student population. Bidder demonstrates using evaluation results to inform their continuous improvement efforts.</p> <p>Student-to-staff ratios for academic support and intervention are noted as being higher than the requirements outlined in the RFP. Formal evaluation work related to the proposed program is also noted as taking place annually. The review team questioned why more frequent evaluation of the program is not planned.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>37</u>
<p>Evaluation Team Comments:</p> <p>Budget narrative provides clear cost-per-RLP student information. No fees will be charged as a result of offering program. The expenses outlined within the budget appear to support the goals outlined in Appendix E. Budget outlines the use to CACFP and other food service programs to support nutritional needs. Thorough line item information provided throughout the various budget forms. Sustainability plan provided was well thought out and spoke to the ongoing collaborative relationship between the bidder and the partnering school department. Relationship and commitment of key partners have been clearly outlined, with 10 years of experience in maintaining current partnerships.</p> <p>Program advisory board includes relatively robust representation but seems to be lacking a parent representative.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>5</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 92%.</p> <p>At least one Tier 1 school was included in the proposal.</p> <p>Level of evidence regarding other need provided within the proposal was moderate (i.e. linking poverty and graduation rates).</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (Ocean Avenue & Presumpscot)
DATE: 05/05/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	1

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (Ocean Avenue & Presumpscot)
DATE: 05/05/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
Program Management (Maximum 10 Points)	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
Program Evaluation (Maximum 10 Points)	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	2
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		53

Section III. Budget Proposal (38 Total Points)

Budget Narrative and Budget Forms (Maximum 25 Points)	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (Ocean Avenue & Presumpscot)
DATE: 05/05/20

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Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		38

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	0
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	2
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		95

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – Portland (Ocean Avenue & Presumpscot)
DATE: 05/05/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>53</u>
<p>Evaluation Team Comments:</p> <p>The narrative provided around planning provided a great level of detail. In total, roughly 20 hours of planning were conducted in developing the proposal. Various partners and stakeholder groups are also noted as having been involved in the planning process. Needs assessment outlined significant needs with relevant data to back up those needs. Many students and families live in poverty as well as those who need EL supports. An extensive list of detailed examples of what LearningWorks can and do provide has been outlined within the proposal. The proposed schedule of operations for both school year and summer educational programs exceed the minimum requirements set by the RFP. The responses provided around elements of high-quality programming were strong— linking to school day programming for various aspect of program implementation. There is a breath and depth of program opportunities related to each of the various goals outlined in Appendix E. Clear strategies and activities were provided for academic improvement targets for both literacy math. The program seems to have a long-term, skilled director in place, bringing more credence to the ability of the program to achieve intended outcomes. The plans around ongoing professional development are robust but will be strong if implemented with fidelity.</p> <p>Annual targets appear to be adequate and reasonable, given the intended service population. The proposed staff-to-student ratios did not meet the requirements outlined in the RFP for targeted academic support (i.e. 1-10 versus 1-8). Programming is noted as being grounded in evidence-based research; however, it is noted that evaluation work seems to take place only once per year. The review team questioned why more frequent formal evaluations of the program are not taking place.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>38</u>
<p>Evaluation Team Comments:</p> <p>The cost per RLP student is noted as being \$2,227 within the budget narrative. The program appears to be free to families, with the narrative specifically stating that no fees will be charged to families. Both LearningWorks and Portland Public Schools are making various in-kind contributions to support programming. The district is also contributing the required (35%) portion of program transportation costs (\$10,892 of \$31,120 total cost). Overall, budget forms provided are detailed and make logical connection to the budget narrative provided. The program advisory board is noted as including a variety of stakeholders from a number of organizations within the community. It is also noted, however, that parent representation seems to be missing from the board. The overall sustainability plan presented was well-developed and included plans for future funding beyond the life of the 21st CCLC grant.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>4</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 68%.</p> <p>The schools included in the proposal have no ESEA accountability status.</p> <p>The proposal provided a high level of evidence with regard to other need. There’s a strong sense of what students are going through outside of the classroom is provided throughout the proposal. More specifically, there is significant community challenge with substance abuse rates and significant increases in poverty rate. The local community also has high needs for support non-native English speaking students and families both inside and outside of school.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – RSU 57
DATE: 05/05/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – RSU 57
DATE: 05/05/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	2
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		54

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – RSU 57
DATE: 05/05/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	12
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	3
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		37

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	0
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	2
Section V Total (Max. 7 points)		3
OFFICIAL SCORE (Max. 100 points)		94

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: LearningWorks – RSU 57
DATE: 05/05/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>54</u>
<p>Evaluation Team Comments:</p> <p>The planning team met for a total of 23.5 hours in preparation for the preparing the proposal. The planning process seemed to include multiple individuals, but it was not always clear what organizations individuals were affiliated with. The needs assessment outlined a clear increase in community need with increased unemployment and decreased employment opportunities. The partnering school district also has significant challenges with student attendance and low graduation rates. Overall the need is cleared communicated, with relevant data to support the needs identified. The bidder’s responses seemed very intentional throughout Appendix E in terms of meeting the expectations set forth in the RFP. The proposed instructional hours for both school year and summer educational programming exceeds the minimum requirements of the RFP. The staff-to-student ratios are also within the requirements outlined in the RFP but are noted as being on the high end of the allowable range. Clear evidence of open communication between the program and both the schools and parents. Responses indicate opportunities for student voice, choice, and leadership—without fear of failure. The goals presented in Appendix E appear to strike a good balance between being challenging, but also realistic. Program management is carried out by an individual who serves a dual role of program director and site coordinator. Overall administration work appears to be supported by strong working relationship between school district and LearningWorks. Communication plan is well outlined and volunteer requirement and vetting process is also evident in the responses provided.</p> <p>It is noted that evaluation work is “ongoing”; however, the formal evaluation of the program seems to take place only once per year. The review team questioned why more frequent formal evaluations of the program are not taking place.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>37</u>
<p>Evaluation Team Comments:</p> <p>The overall alignment between the budget narrative and budget forms as well as the content of Appendix E is sound. The cost per RLP student is noted as being \$1,917. The program is noted as being free to students. In the event that fees are needed to be charged later in the grant cycle, the narrative notes that it will be done on a sliding fee scale so as to not discourage participation from students and families who need the support. The amount of funding being contributed toward program transportation totals \$10,500 of the total \$30,000 cost (35%). The budget forms offer sufficient line-item details in order to be able determine each of the outlined costs. The proposed sustainability plan includes a wide array of activities that would be conducted to raise additional funding to further support the needs of students and families that the program intends to serve. LearningWorks plans to train and coach all staff, including those of partnering agencies.</p> <p>The program advisory board includes parents, but representation from outside LearningWorks and the school district seems quite limited. With the additional partners noted within the proposal, the review team questions why the advisory board is not more diverse.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>3</u>
<p>Evaluation Team Comments:</p> <p>The free and reduced lunch rate of the school included within the proposal totaled 43%.</p> <p>One Tier 1 school was included in the proposal.</p> <p>The proposal included a high level of evidence of other need. In addition to concerns around low rates of academic achievement and high rates of poverty, many students are living in single-parent households or with grandparents. The school also has high levels of students who are chronically absent from school (23%) for various reasons. Local graduation rates also total roughly 84%. No alternative program options exist within the school community.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Lewiston School Department
DATE: 04/30/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	1
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	2
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Lewiston School Department
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	4
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	3
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	2
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	6
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	3
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		40

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	2
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	1

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Lewiston School Department
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	3
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	9
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	3
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	4
Roles and commitment of key partners, including involvement with program design and implementation	4	3
Section III Total (Max. 38 points)		25

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	3
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	2
Section V Total (Max. 7 points)		6
OFFICIAL SCORE (Max. 100 points)		71

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Lewiston School Department
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>40</u>
<p>Evaluation Team Comments:</p> <p>Several stakeholders are noted as having been involved in the planning process. Strong response provided for needs assessment with leveraging of both relevant academic and non-academic data. The plan for addressing the identified needs appears to be adequate, given the scope of the proposal. Overall student service targets as well as student-to-staff ratios appear appropriate. Narratives provided indicate an earnest effort is being put into eliminating barriers to participation (transportation, etc.). Academic improvement targets are rigorous, which may or may not be overly ambitious. Bidders response indicates the use of data to conduct evaluation work and improve overall program operations. Family survey data is noted as being used to set program and professional learning goals among program staff.</p> <p>The actual collaborative planning time that went into the proposal seems minimal (roughly 9 hours). Overall response provided for collaborative planning feels brief. Proposed summer operational hours do not seem to meet the states minimum requirements. The bidder proposed 5 weeks and 80 hours of instruction when the minimum requirements is 6 weeks and 90 hours. The review team notes lack of family programming mentioned in responses provided. Elements of high-quality programming seemed to lack connection to supports of EL students. Responses provided around safety seemed to reference a lot of perfunctory areas but focus less on SEL and emotional safety. Certain proposed outcomes noted in Appendix E do not align with the performance measure that's been requested. The strategies and activities noted throughout Appendix E of the proposal are lacking clear details. Overall responses provided for the program management section of the proposal did not have sufficient details in responding to the RFP.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>25</u>
<p>Evaluation Team Comments:</p> <p>Budget narrative aligns with the goals outlined in Appendix E, including commitment of funding and resource to offer events for parents and families. The advisory board includes representation of a language access provider, which should help with working families from diverse backgrounds. The bidder responses provided information regarding partners and their connection to programming. However, there were some concerns around the continuity of information provided regarding the various partners within the proposal.</p> <p>The cost-per-RLP student was not addressed within the budget narrative. It is also unclear whether the bidder will implement a fee structure or any sort of sliding fee scale. Overall, the budget narrative is not as complete as it could have been. The review team also notes that there is a relative disconnect or discrepancies between the budget narrative and budget forms (in-kind sources noted on Form 004 don't seem to correlate with the figures noted in the budget narrative). The budget notes that snacks will be served within the program, but the costs associated with those snacks are seemingly not included in the budget. The required 35% transportation contribution from the Lewiston School Department is not evident within the budget forms, noting only \$16,000 of in-kind from the district. The 35% minimum based on \$52,000 cost would be \$18,200. The program's advisory board does not appear to include parent or student representation.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>6</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 99%.</p> <p>At least one Tier 1 school was included in the proposal.</p> <p>Bidder provided high evidence of other need for the intended student population (i.e. prohibitive behaviors, unsupervised after school environments, high percentages of generational poverty, etc.).</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Midcoast Community Alliance – RSU 01
DATE: 04/30/20

Instructions: *The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.*

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	2
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Midcoast Community Alliance – RSU 01
DATE: 04/30/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	8
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	3
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	2
Section II Total (Max. 55 Points)		48

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Midcoast Community Alliance – RSU 01
DATE: 04/30/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	5
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	11
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		36

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	2
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		88

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Midcoast Community Alliance – RSU 01
DATE: 04/30/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>48</u>
<p>Evaluation Team Comments:</p> <p>There was a nice balance of stakeholders involved in the planning meetings—though it is noted that no parents were involved. The needs assessment pulls data from a number of sources to provide a detailed picture of school/community need. Training options for parents include unique ideas that are “outside the box”. Additionally, there is evidence of student voice and choice in the design of the program. Proposed operational weeks and hours exceed the state’s minimum requirements by a substantial margin. Overall, youth service targets as well as student-to-staff ratios appear appropriate and align with the requirements of the RFP. The afterschool advisory team has a strong connection with the midcoast community alliance. Overall professional development opportunities are highly relevant to the proposed program. The intent is to use RTI instructional staff to help design how both school year and summer programs look. Some of the strategies and activities included in Appendix E include asset building for students. Much of the work noted in the proposal appears to be data driven (Search Institute, NAMI Maine, etc.). Professional development to be provided by math and literacy interventionists.</p> <p>In total, only seven (7) hours of collaborative planning is evident. This seems quite minimal, but it is noted that the bidder expressed challenged due to the COVID-19 epidemic. Details around how the needs of students and families is limited in scope. Some of the proposed outcomes, particularly academic improvement, appear to be low (i.e. only 10% improvement from fall to spring). Proposed solution for student transportation could prove problematic and/or a barrier to student participation. Evaluation work seems to be heavily reliant on the external evaluator who is one individual. The proposed support services seem to lack basis for evaluating academic growth of participating students.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>36</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative provided a clear cost-per-RLP student amount. Commitment from various partners and sources is evident. The total in-kind contributions are noted as exceeding the overall grant amount by a substantial margin (nearly double the amount requested). No fees will be charged, meaning the program is at no cost to families. The entire cost of transportation is covered by non-grant funds (in-kind). There is correlation between the items noted in Appendix E and the expenses noted within the budget. The level of line-item details provided throughout the budget forms is adequate and provides a clear picture of proposed expenses. The program advisory board includes a broad array of stakeholders including parents, students, and partner organizations. There is an established and ongoing relationship between the bidder and the school district—this will help with long-term sustainability. There is significant investment from program partners and new opportunities for funding continue to be explored.</p> <p>Budget forms seems to include some expenses that were not noted within the budget narrative. For example, equipment and supply expenses are included in the actual budget forms, but not referred to in the budget narrative.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>4</u>
<p>Evaluation Team Comments:</p> <p>The free and reduced lunch rate of the school included within the proposal totaled 45%.</p> <p>One Tier 1 school was included in the proposal.</p> <p>The proposal includes a high level of evidence of other need. The bidder’s response makes reference to high levels of referral to the criminal justice system and low graduation rates. There are also high rates of suicide, depression, anxiety among the local student population.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 24
DATE: 05/01/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 24
DATE: 05/01/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	4
Program Management (Maximum 10 Points)	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
Program Evaluation (Maximum 10 Points)	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	2
Section II Total (Max. 55 Points)		54

Section III. Budget Proposal (38 Total Points)

Budget Narrative and Budget Forms (Maximum 25 Points)	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 24
DATE: 05/01/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	11
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		37

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	1
Section V Total (Max. 7 points)		5
OFFICIAL SCORE (Max. 100 points)		96

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 24
DATE: 05/01/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>54</u>
<p>Evaluation Team Comments:</p> <p>RSU 24 and the partnering agency have been successfully collaborating for over 15 years. The planning process for the proposal included over 10 meetings and roughly 15 hours of planning, with a variety of partners engaged in the overall planning process. The needs assessment has been backed with relevant data (food insecurity, low-performing youth, lack of afterschool care/transportation for the rural community). The plan presented for addressing needs seems to align well with those needs identified. The bidder's proposed school year and summer program operational targets are well above the state's minimum requirements. Staff-to-student ratios align to the requirements of the RFP, with a 4:1 ratio for targeted academic support. Tutors are noted as being high-qualified teachers. Training and professional development opportunities are robust. Strong responses provided with regard to history of enrollment, family participation, and overall attendance of students. Narratives provided indicate lots of opportunity for student voice and choice in the design of programming. The goals presented in Appendix E are aligned to the needs identified throughout the proposal. While the 45% of academic improvement among RLP students appears ambitious, the strategies and activities presented in the proposal appear to support successful achievement. The bidder has a volunteer screening protocol in place, which seems appropriate. The proposed transportation plan seems to include the necessary pieces to ensure students are safely transported to and from the program. Program leadership as well as connections with school leadership is strong (staff are all certified teachers as well). Periodic evaluations will use a variety of data sources (beyond academic assessments) to conduct both quantitative and qualitative evaluations.</p> <p>It is unclear whether some of the figures presented in Appendix E are percentages or discrete numbers (i.e. no "%" symbol is included). There is a clear process for dissemination of data; however, it remains unclear on how data will be gathered or reviewed.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>37</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative was well-developed and easy to navigate. The budget also seems to connect directly with the strategies, activities, and goals outlined in Appendix E. The district is contributing 48% toward transportation costs. The overall cost-per-RLP student is \$1,667, which is well below the maximum allowed by the state. Program fees are noted in the budget narrative, but there is a sliding scale to accommodate families. Several partnering organizations appear to be contributing to the overall budget—roughly \$115,000 in in-kind contributions, which total about 1/3 of the overall budget. For the most part, budget forms have sufficient level of detail to substantiate expenses. The programs advisory board is diverse including students, parents, and partners. The proposed sustainability plan includes promising information related to continued fundraising initiatives to further expand and sustain programming over time. Precisely sustainability goals are noted as having been met and/or exceeded. The roles and commitments of key partners are evident throughout the bidder's response.</p> <p>The review team noted a discrepancy on budget Form 007, with most staff being employed for a total of 28 weeks despite the program operating for 30 weeks. It is unclear what programming would be taking place during the extra two weeks.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>5</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 60%.</p> <p>At least one Tier 3 school was included in the proposal.</p> <p>The proposal outlined a moderate level of other need, noting challenges due to poverty and food insecurity as well as rural isolation that can lead to adverse impacts for students and youth.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 25
DATE: 05/05/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	1
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	2
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	1
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 25
DATE: 05/05/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	3
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	1
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	7
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	3
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	2
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	2
Section II Total (Max. 55 Points)		38

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	2
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	1

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 25
DATE: 05/05/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	4
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	8
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	4
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		27

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		69

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 25
DATE: 05/05/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>38</u>
<p>Evaluation Team Comments:</p> <p>The needs assessment included several data points collected by the district around student engagement in learning, which demonstrated the need for additional programs and resources to address challenges. The needs assessment also included information related to the need to address COVID-19 concerns. The plan would be to expand current intervention programs locally through the use of 21st CCLC funds and extended learning opportunity programs. Operational hours for summer programming appear to far exceed the minimum expectations set forth in the RFP (proposed 10-hour days, 5 days per week). Staffing ratios are in alignment with the requirements of the RFP. While the responses provided around program evaluation were robust, the review team questioned whether the work could be reduced to those most promising pieces. In this instance, less evaluation could produce more useful information. The responses indicated using the results of evaluations to inform ongoing program improvement work.</p> <p>In total, 54 hours are noted as being devoted to planning the proposed program. However, it is also noted that time spent working on the RSU 25 district plan is overlapped with work on the 21st CCLC grant proposal. There are also times noted from both 2018 and 2019, which would have been before the current RFP was released. The review team believes that the 54-hour figure may be overstated in relation to this specific proposal. The content and participation within the meetings noted are also often unclear within the information presented. The program description provided is somewhat vague and its not entirely clear how the proposed programs and activities will directly impact the achievement of proposed outcomes. Schools seems to have high counts of low-performing students; however, the RLP targets for each building seem low when compared to the low-performing population. School year instructional hours also appear to not meet the requirements of the RFP (1 hour per day for 4 days per week). There appears to be heavy reliance on staff from the Downeast Family YMCA in terms of staffing. Many of the goals outlined within Appendix E of the proposal do not appear realistic or achievable, especially when considering the proposal includes 1 hour per day of school year support. Goals related to parent education and engagement also appear quite low, given the reliance of parent feedback and support throughout the proposal. There a multiple instance of customized goals that do not adhere to the performance measures outlined in Appendix E. There does not appear to be any site coordinator(s) included within the proposal. It is unclear whether the proposed director would serve a dual role of site coordinator. Overall responsiveness to program management is quite vague and doesn't provide a clear picture of how the program would be overseen.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>27</u>
<p>Evaluation Team Comments:</p> <p>The overall cost per RLP student is noted as being \$1,466. The budget narrative also indicated that no fees would be charged for programming. The RSU 25 school district is noted as contributing \$61,200 in local funding to support the program (transportation). The programs advisory board is relatively large and includes adequate diversity among board membership. The overall response provided around sustainability was moderate. The connection and partnership with the local YMCA is a strong positive. However, the review team expresses concern with the heavy reliance on the district superintendent. For example, what happens to sustainability efforts if the superintendent were to leave the district? The responses provided for the roles and commitments of key partners was robust and seems to paint a clear picture of the working relationship between the bidder and each partnering organization.</p> <p>The budget narrative provided seems to include discrepancies when compared to both Appendix E and the budget forms. Form 007 outlines a staffing structure that does not seem to correlate with the school year or summer operational targets outlined within the proposal. It remains unclear how the program intends to secure and pay for adequate staffing to carry out the required school year and summer program operational requirements.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>4</u>
<p>Evaluation Team Comments:</p> <p>The free and reduced lunch rate of the school included within the proposal totaled 52%.</p> <p>One Tier 3 school was included in the proposal.</p> <p>The bidder provided a moderate level of other need within the proposal, focusing more on the challenges and needs of the school (i.e. academic performance, poverty, etc.) and less on some of the other needs that may be present in the community.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 45 MSAD 45
DATE: 05/01/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Jessica Francis, Kim Fadrignon, Rachele Tome

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	2
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 45 MSAD 45
DATE: 05/01/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	4
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	5
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	3
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		51

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 45 MSAD 45
DATE: 05/01/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> Estimated cost per regular, low-performing student (which does not exceed \$2,600) Evidence is provided that there is a commitment of adequate resources for all participants Fee structure is described, if applicable Federal, State, and local program resources Purpose of all expenditures has been described In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> Are complete and align with the budget narrative Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) Demonstrate a detailed and logical connection to program goals 	12	11
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	5
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		37

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	2
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		92

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 45 MSAD 45
DATE: 05/01/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>51</u>
<p>Evaluation Team Comments:</p> <p>The proposal was developed in partnership with students, parents, and other stakeholders. The development process included 12 hours of collaborative planning. The final work on the proposal is noted as having been done remotely due to the challenges of COVID-19. The narrative response provided demonstrated a clear assessment of community need, including relevant data points. The overall plan for addressed the identified needs is “multi-pronged”, including areas of educational, social-emotional, and other supports. The strategies and activities appear adequate and relevant to meeting the intended outcomes for the program. The proposed youth service target seems reasonable, given the size and scope of the program. The program’s operational days meet the minimum requirements for summer but exceed them for the school year. Student-to-staff ratios appear to also meet the requirements of the RFP. The same teachers and ed techs that work with the school also facilitate programming in the after-school and summer programs. The bidder provided clear evidence of a professional development plan and are working to recruit volunteers from both the local high school and UMPI. The use of qualitative and quantitative data in evaluation work is evident within the responses provided. The bidder also indicated experience in widely disseminating information resulting from periodic evaluation work.</p> <p>The plan for addressing identified needs, while present, could’ve been a bit more robust. It’s unclear is the number of students receiving special services (40) is across the entire school building or specific to the population targeted in the proposal. There appears to be a significant gap between the percentages of students improving from fall to spring versus the amount improving from not proficient to proficient or above. The review team questioned why the goals are so different for the same target population. Similar concerns were had around some of the other goal areas (i.e. education enrichment).</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>37</u>
<p>Evaluation Team Comments:</p> <p>Overall budget narrative is sounds and seems to correlate well with both budget forms and Appendix E. The budget narrative included a cost-per-RLP student of \$2,300. No program fees are noted, meaning the program is at no cost for students to attend the program. The district plans to contribute roughly 65% toward the cost of safely transporting students. Form 004A was clear and concise with regard to in-kind contributions from various partners. The program’s advisory board includes appropriate representation from various stakeholder groups (including parents and local government representation). Sustainability notes continued partnership between the school district, the town, and the local university. The overall impression garnered from the sustainability plan is that this program includes a strong collaborative relationship among partnering entities to continue to offer quality programming for local students and families. The various roles for partnering agencies have been clearly articulated.</p> <p>The review team had questions around summer program staffing. Budget Form 007 included 10 weekly work hours for some staff members. However, summer programing is slated to take place for 16 hours per week. It’s unclear if this was intentional or an oversight.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>4</u>
<p>Evaluation Team Comments:</p> <p>The free and reduced lunch rate of the school included within the proposal totaled 50%.</p> <p>One Tier 1 school was included in the proposal.</p> <p>The applicant provided a high level of evidence for other need. Many students and families in the community have been impacted by substance abuse, child abuse, and neglect. Many students are also lacking adequate supervision during out-of-school time.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 56
DATE: 05/06/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	1
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	2
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 56
DATE: 05/06/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	3
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	5
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	2
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	8
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		46

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	4
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 56
DATE: 05/06/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	10
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	3
Roles and commitment of key partners, including involvement with program design and implementation	4	3
Section III Total (Max. 38 points)		33

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45% Between 45% and 59% Between 60% and 75% Greater than 75%	3
Point Scale	0 Points 1 Point 2 Points 3 Points	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support One or more schools eligible for “Tier 1” or “Tier 2” support One or more schools eligible for “Tier 3” support	2
Priority points	0 Points 1 Point 2 Points	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence Moderate Evidence High Evidence	2
Priority points	0 Points 1 Point 2 Points	1
Section V Total (Max. 7 points)		4
OFFICIAL SCORE (Max. 100 points)		83

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 56
DATE: 05/06/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: 46
<p>Evaluation Team Comments:</p> <p>Roughly 15 hours were devoted to planning and development of the submitted proposal. The individuals included within the planning process were representative of a diverse group of stakeholders, including students and parents. The needs assessment outlined a number of challenges associated with the rural communities the school district serves. There are high instances of poverty and limited business/employment opportunities. The intended student population to be served have high instances of chronic absenteeism and low academic achievement. The plan to address these needs seems sound, including multi-tiered systems of support. The proposed instructional hours for both school year and summer programs exceed the state's minimum requirements by a noticeable margin. The response provided for the connections to school day was strong, including things like sharing data and curriculum resources. While communication seemed to be the responsibility of the program director, the communication plan presented did include multiple mediums for ensure that information reaches the intended audience.</p> <p>The response provided around range and type of programs appear to be generic in nature, making it difficult to determine whether the actual activities that will be carried out align to the goals of Appendix E. While within the required cost per student cap, the proposed RLP targets at each site seem somewhat low as compared to the eligible population. The staff-to-student ratios, while again within state requirements, are noted as being the highest possible. The review team questioned why the bidder intended to hold events to promote participation in the proposed program rather than intentionally recruiting students and families who would be in most need of the additional supports. Many of the responses provided around elements of high-quality programming appear to be conceptual ideas as opposed to detailed plans. The review team expressed several concerns around the extent to which the proposed goals in Appendix E were both realistic and achievable. There were also examples of goals that did not seem to be rigorous enough (i.e. only 4 parent participants in year one). The plan for utilizing volunteers, while present, seemed to be missing information on screening, vetting, and training volunteers prior to their work with students.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: 33
<p>Evaluation Team Comments:</p> <p>The budget narrative indicated a cost per RLP student of \$2,492. Program fees are noted as being charged, but fees would be on a sliding scale. Response also specifically indicates that no families would be turned away for inability to pay fees. The in-kind transportation funding contributed by the RSU 56 school district totaled the minimum 35% match outlined in the RFP. The overall narrative provided seems to correlate well with both the figures in the budget forms as well as the content of Appendix E. The program's advisory board is noted as having parent, students, and community representation.</p> <p>The review team did express some concerns with the fees being charged in order to be able to provide high-quality staffing for the program when the staff-to-student ratios are also at the highest end of the allowable range. The budget forms, while aligned to the budget narrative, were seemingly lacking specific details regarding all expenses. Form 011, for example, did not include the level of detail that would be expected around things like supply purchases, food costs, transportation, etc. The review team questioned how the level of funding under various items was determined. The program's response around its advisory board indicated that there may be need to revise the make-up of the board to include additional business representation. The many non-profit representatives on the board would essentially be fundraising in competition with their own organizations were they to support the ongoing sustainability efforts of the program. The sustainability plan provided was somewhat vague and did not provide an accurate picture of how the program would be sustained over time. The narrative around roles and commitments of partners seems to be lacking details on the roles and responsibilities of RSU 56.</p>		
Section IV. Priority Points	Points Possible: 7	Score: 4
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 70%.</p> <p>One or more Tier 1 schools were included in the proposal.</p> <p>The overall level of other need evidenced throughout the proposal was moderate. The proposal noted high levels of chronic absenteeism and marijuana use among students. Most of the statistical information provided, however, pertained to financial and academic data.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 59 MSAD 59
DATE: 05/06/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	2

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 59 MSAD 59
DATE: 05/06/20

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	4
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	5
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	2
Program Management (Maximum 10 Points)	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	8
Program Evaluation (Maximum 10 Points)	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		47

Section III. Budget Proposal (38 Total Points)

Budget Narrative and Budget Forms (Maximum 25 Points)	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	2
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 59 MSAD 59
DATE: 05/06/20

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	6
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	9
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	4
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	3
Roles and commitment of key partners, including involvement with program design and implementation	4	1
Section III Total (Max. 38 points)		28

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	2
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2
Section V Total (Max. 7 points)		6
OFFICIAL SCORE (Max. 100 points)		81

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: RSU 59 MSAD 59
DATE: 05/06/20

EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>47</u>
<p>Evaluation Team Comments:</p> <p>The overall planning to develop the proposal totaled roughly 33 hours. The needs assessment included relevant data related to poverty and high instances of student exposure to abuse in the household. The proposed plan for addressing identified needs seems robust and includes a wide array of approaches to supporting student needs. The proposed activities seem to support the achievement of goals outlined in Appendix E. The proposed instructional hours for both school year and summer programming are noted as slightly more than the state's minimum requirements. Staff-to-student ratios are on the lower end of the scale outlined within the RFP, making for smaller group instruction and greater attention to the needs of students. The program intends to utilize volunteers to support program staffing and appears to have appropriate vetting and training process. There seems to be a heavy reliance on building principals to support professional development of program staff but did outline the leveraging for free training resources from the Department and other agencies. The proposed program intends to use periodic student progress data and response to intervention (RTI) to determine needed steps and supports for students.</p> <p>The level of involvement of key stakeholders in the planning and development process seemed quite limited. The review team got the impression that this proposal may have been mostly developed in isolation and/or by a small group of individuals. It was unclear what level of involvement the lead partner organization had in the planning and development of the proposal. The narrative provided around need was unclear on what other programs may exist within the community. The academic portions of the elements of high-quality programming section are noted as needing additional development. Many of the outcomes noted throughout Appendix E of the proposal are noted as being unrealistic. There are also inconsistencies between some of the outcomes presented within various sections. For example, the proposal includes very high percentages of students improving from fall to spring, but then very low percentages of students moving from non-proficient to proficient or above. The review team questioned the level of research and discussion that went into the goal-setting process. The review team also questioned the decision that the program advisory board would be the primary "mechanism" for disseminating program information to the community.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>28</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative notes a cost per RLP student of \$2,400. The program does not intend to charge fees, making the program free to students and families. The overall level of line-item detail provided throughout the budget forms is adequate and provides the needed information. The program's advisory board seems to have a relatively diverse group of individuals, including student representation. However, it is noted that the board is heavy with RSU 59 staff.</p> <p>The required transportation contribution from the local school district is not noted anywhere within the budget narrative. However, the budget forms indicate that the actual amount being contributed by the district is only 32% of the overall cost (less than the 35% minimum). The review team questioned why the bidder would not leverage the USDA snack program. There were also concerns around the budget presented being adequate to cover the proposed staffing plan. The expenses outlined within the budget narrative seem to have adequate alignment with some of the elements of Appendix E, but not others (academic targets for example). The program's staffing budget seem to heavily rely on volunteer staffing positions, which could prove to be a challenge. The sustainability plan provided, while adequate, seems to be more of an initial plan for future funding, including things like reducing costs and seeking supplemental funding from other sources. The information provided around roles and commitments of key partners doesn't seem to answer the question outlined in the RFP. While partnering agencies are mentioned in the bidder's response, no information is provided on how those organizations would be involved in the planning and development of the proposed program.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>6</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 66%.</p> <p>One or more Tier 3 schools were included in the proposal.</p> <p>The proposal provided a high level of evidence of other need. Data shows that many students have incurred adverse childhood experiences (ACEs) and have also been victims of substantiated instances of abuse and neglect. There is also high-instances of substance abuse within the local community.</p>		

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Center Program
BIDDER: Westbrook School Department
DATE: 05/06/20

Instructions: The purpose of this form is to record all evaluation notes and scoring that is obtained through consensus discussions among the full evaluation team for this Request for Proposals (RFP) process. The RFP Coordinator or Lead Evaluator should complete this form and maintain the only copy. This form should reflect the full team's consensus evaluations, and this form is not meant to take the place of individual evaluation notes, which are still required from each member of the evaluation team. A separate form is available for individual evaluation notes. Please submit a copy of this document to the Division of Purchases as part of your contract award selection documents.

DEPARTMENT NAME: Education
NAME OF RFP COORDINATOR: Travis Doughty
NAMES OF EVALUATORS: Heather Neal, Rebecca Kirk, Tara Morin

POINT SUMMARY

Section I. General Information (Pass/Fail)

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section II. Specifications of Work to Be Performed (55 Total Points)

Planning (Maximum 4 Points)	Points Possible	Points Awarded
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	2
Need for Program (Maximum 6 Points)	Points Possible	Points Awarded
Evaluation of community needs and available resources for the community learning center(s)	3	3
Description of how proposed program will address the identified community needs, in particular the needs of (primarily low-performing) students and working families	3	3
Program Design (Maximum 25 Points)	Points Possible	Points Awarded
Range and type of program activities that will be offered and how those activities will improve student academic achievement and overall student success and align with the academic goals in Appendix E	2	2
Number of students and low-performing students that will be served at each site, grade-levels, average daily attendance	3	3
General schedule of operations for each proposed site is provided; the number of program days/hours are included and meet program minimums outlined in Appendix H	3	3
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	1

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

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<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> • Linkages to School Day • Strong Instructional Leadership • Safe and Appropriate Environment • Student-Driven Programming • Regular Attendees 	5	5
<p>All six (6) of the program goals for the 21st CCLC program have been addressed within Appendix E and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> • Academic Improvement • Health and Wellness • Educational Enrichment • Parent Education and Family Engagement • Sustainability and Collaboration • Professional and Staff Development 	6	6
<p>All proposed outcomes in Appendix E match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal</p>	4	3
<p>Program Management (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Elements of program management:</p> <ul style="list-style-type: none"> • Program Leadership • School Leadership Support • Staff and Professional Development • Communication/Information Dissemination • Transportation • Volunteers 	10	10
<p>Program Evaluation (Maximum 10 Points)</p>	Points Possible	Points Awarded
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs; iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and v. collect the data necessary for the measures of student success described in subparagraph (iv) above. 	4	4
<p>Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment</p>	3	3
<p>Results of a periodic evaluation of the proposed program will refine, improve, and strengthen the program and its performance measures as well as how and when the results of periodic evaluations will be made available to the public and used to build community support.</p>	3	3
Section II Total (Max. 55 Points)		52

Section III. Budget Proposal (38 Total Points)

<p>Budget Narrative and Budget Forms (Maximum 25 Points)</p>	Points Possible	Points Awarded
<p>Budget Narrative describes how items within the budget will support the achievement of program goals and performance measures outlined in Appendix E</p>	4	3
<p>Budget Narrative aligns with and provides an explanation of content in the budget forms</p>	3	3

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

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Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> • Estimated cost per regular, low-performing student (which does not exceed \$2,600) • Evidence is provided that there is a commitment of adequate resources for all participants • Fee structure is described, if applicable • Federal, State, and local program resources • Purpose of all expenditures has been described • In-kind contributions from partners that demonstrate the capacity to sustain programming 	6	5
Budget Forms – 004a, 004, 007, 008, 011, and 005: <ul style="list-style-type: none"> • Are complete and align with the budget narrative • Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost • Provide evidence that the requested amount is appropriate and reasonable for the size and scope of the project (most funds going towards expenses directly impacting programming for students) • Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year) • Demonstrate a detailed and logical connection to program goals 	12	10
Capacity for Success and Sustainability (Maximum 13 Points)	Points Possible	Points Awarded
Program advisory board member information has been provided and represents a diverse group of stakeholders	4	3
Sustainability plan, which describes how the community learning center(s) included within the proposal will continue to operate without 21 st CCLC program funding after the anticipated award period ends	5	3
Roles and commitment of key partners, including involvement with program design and implementation	4	4
Section III Total (Max. 38 points)		31

Section IV. Priority Points (10 Total Points)

Priority Points (Maximum 7 Points)	Points Possible	Points Awarded
<u>Poverty Level:</u>		
Percentage of school population eligible for free and reduced price lunch	Less than 45%	Between 45% and 59%
	Between 60% and 75%	Greater than 75%
Point Scale	0 Points	1 Point
	2 Points	3 Points
	3	1
<u>ESEA Accountability Status:</u>		
ESEA accountability status of the school(s) included within the application	No school(s) eligible for “Tier 1”, “Tier 2”, or “Tier 3” support	One or more schools eligible for “Tier 1” or “Tier 2” support
	One or more schools eligible for “Tier 3” support	
Priority points	0 Points	1 Point
	2 Points	2 Points
	2	1
<u>Other Need:</u>		
Level of evidence within the application	No Evidence	Moderate Evidence
	High Evidence	
Priority points	0 Points	1 Point
	2 Points	2 Points
Section V Total (Max. 7 points)		3
OFFICIAL SCORE (Max. 100 points)		86

**STATE OF MAINE
TEAM CONSENSUS EVALUATION & NOTES**

RFP #: 201912214
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EVALUATION TEAM NOTES

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>52</u>
<p>Evaluation Team Comments:</p> <p>The narrative provided noted that the proposal included 8 hours of planning time. The meetings included a wide breath of individuals from partnering agencies. The narrative provided around needs included relevant data to illustrate the needs of students (poverty, special education services, English language acquisition supports). The needs assessment also includes information on the need for some sort of “bridge” program for students transitioning from 8th to 9th grade. The proposed program services appear to be geared toward supporting 9th and 10th grade students. The overall scope of programs and activities appear to align well with the goals outlined in Appendix E. The school year instructional program intends to offer far more instructional hour requirements set by the state. The instructional hour targets for summer, on the other hand, meet the minimum requirements. The plan is to hire certified teachers and ed techs to work in the program. The narratives provided note that students will develop goals pertaining to their own learning. The program management narrative includes continuity of leadership (i.e. current director staying on). Strong communication plan, including presenting as “step up” events. The school district has made a commitment handle unexpected transportation expenses that the program may incur. The plan for securing volunteers seems well-developed and specific. The program intends to use pre- and post- surveys to gather information on important student information. The proposal indicates a two-tiered evaluation approach.</p> <p>The level of detail provided around the content of planning meetings was minimal. The review team questioned the decision to serve fewer students from previous years through this new proposal. While the staff-to-student ratios mostly adhere to the requirements of the RFP, it is noted that summer recreation is slightly over the cap (1-20 versus 1-18). Overall, the responses related to elements of high-quality programming were a bit weak. The review team questioned what the day-to-day operations of this program would look like for a student. Given that this is an established program, the review team felt like more clear information could have been provided here. The review team questioned the significant increase in student growth over the course of the grant when substantial turnover in student population is slated to take place in years 2, 3 and 4 of the grant.</p>		
Section III. Budget Proposal	Points Possible: 38	Score: <u>31</u>
<p>Evaluation Team Comments:</p> <p>The budget narrative indicates that the program is seeking funding at the maximum cost per RLP student (\$2,600). The overall transportation cost of \$33,642 is predominately covered by the district, with only \$6,500 (19%) in transportation funding coming from the grant. The budget narrative aligns well with the content of the budget forms. The information provided around roles and commitment of key partners provided adequate details as to how partners would be involved in the proposed program.</p> <p>The review team noted that the overall budget included very little in in-kind or supplemental funding resources—the budget seems heavily reliant on 21st CCLC grant funding. The budget narrative provided seems to be missing information related to the in-kind contributions from partnering agencies. This information is, however, noted throughout the information provided in Appendix E of the proposal. The program advisory board seems to lack representation from the local business community, despite working with these sorts of organizations being a key part of the program’s sustainability plan. The advisory board is also noted as lacking student and parent representation. The sustainability plan provided seems to consist of ideas to support sustainability rather than an actual plan for sustaining the program over time.</p>		
Section IV. Priority Points	Points Possible: 7	Score: <u>3</u>
<p>Evaluation Team Comments:</p> <p>The average free and reduced lunch rate of the schools included within the proposal totaled 56%.</p> <p>One Tier 1 school was included in the proposal.</p> <p>The proposal provided a moderate level of evidence of other need throughout the proposal. Much of the data presented was geared toward high poverty and low academic achievement among students that would be served by the program.</p>		

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: AOS 90 MSAD 30
DATE: 4.14.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o New Proposal
- Positive
 - o Variety of non-profit partner agencies. Collaboration of multiple school districts.
 - o Planning indicates program was well thought out through consultation with previous CCLC recipients
 - o Clear data citing community need and need of participants (access to other programs, health, academic, parent involvement)
 - Proposal addresses all needs cited in programming and goals.
 - o Application clearly identifies community partners that can address community needs or potential weaknesses that the applicant may have.
 - Applicant recognizes a potential weakness (need for parental involvement) and has identified a community partner to assist in strengthening this area.
 - Volunteers and mentors on college and career readiness.
 - o Low student/teacher ratios for academic support (5:1)
 - o Plans for inclusion of children with IEPs and a plan for inclusion.
 - o Evaluation
 - Plans are well-described and are planned to occur over periodically.
 - o Sustainability plan is clearly articulated and structured.
 - o Evidence of focus on social-emotional learning and development through use of PBIS and in outcomes.
 - o Budget
 - Local school districts supplying significant amount of in-kind resources: 46%
 - Clarity and details provided on all budget and in-kind.
 - o Goals address health needs of participants engaging families, meeting academic standards
- Negative
- Questionable
 - o Total number of students served is predicted to be the average number of students served daily implying strong attendance; Is this realistic? how will strong attendance be guaranteed?

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- Interesting
 - Participation in CACFP program to provide meals to program participants.
 - Intend to hire an external program evaluator.
 - Inclusion of parents in career readiness opportunities.
 - 2.f: volunteers from local businesses to assist with financial literacy lessons for both parents and students.
 - Personalized career ladders to make progress toward individualized career goals; a nice opportunity for real-world skills and mentorship.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: AOS 90 MSAD 30
DATE: 4/14/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

New Proposal

Bidder and Lead Partner: AOS 90, MSAD 30 and Old Town/Orono YMCA

Program sites: Mt. Jefferson Jr High School, Schenck High School and Stearns Jr-Sr. High School

Feeder Schools: Lee Winn Elementary School 86.7 % Free and Reduced, Medway Middle School 47.7% Free and Reduced and Granite Street School 19.6% Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Amount requested is within range of proposals with feeder schools
- Abstract includes mention of all components and the component that each partnership is able to offer
- All Title Schools
- Complete

Interesting:

Lead = Additional partners Old Town/Orono YMCA, Penquis Community Action Agency, University of Maine's Penobscot, County Cooperative Extension, Eastern Maine Community College (EMCC)

**STATE OF MAINE
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Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Met with multiple stakeholders: Superintendents, Board members, nonprofit partners, teachers.
- Researched other rural district programming and success
- Sited text research
- Evidence of multiple partnerships.
- Clear game plan.

Interesting:

- 36 hours of initial planning meetings and grant prep with multiple stakeholders.

2: Need for Program

Positive:

- Addressed need with data.
- All schools are Title One, Mt. Jefferson Jr. High School receives Tier 3 ESSA supports
- 62% in three districts combined qualify for free and reduced lunch
- Low income needs
- Unemployment rate is higher than state average
- 17% 9th-12th obesity rate compared to states 15%
- 20% 9th-12th report drinking alcohol in past 30 days
- 49% of 6-12th combined districts scored below average on state test in ELA and 72% in Math
- Rural area, limited exposure to museums, libraries, STEM and technology learning opportunities
- No similar programs in the area to provide after school or summer support
- **How program will be carried out:** program will address identified community needs with academic interventions, physical, social-emotional, and mental health and wellness activities, substance abuse prevention programming, and parental and community enrichments.
- Very clear plan of how each component will be implemented

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: AOS 90 MSAD 30
DATE: 4/14/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Hits all components.
- Programs activities are based on established performance measures from the Maine Department of Education and evidence-based research to improve student academic achievement and overall success.
- Clear link to school day and how these programs support achievement.
- Clear data on # of students servicing
- Focus on family engagement, parents as volunteers to help with engagement and attendance
- Exceeded hours required.
- Staff to student ratios are correct.
- Full time director and 3 part time site coordinators
- Log books will be kept on each students programming, any challenges they are facing, and attendance
- Educational liaisons will share classroom learning and review student logbooks. Evidence of collaboration.
- Ongoing communication with nurses, literacy specialists, curriculum coordinators, counselors, and special education coordinators
- Recruit certified teachers, program alignment with state standards, regular data collection to monitor progress
- Strong safety (physical and social emotional) protocols
- Attendance recorded daily and tracked
- Transportation provided
- Student driven programming in the areas of STEM, visual and performing arts, wellness
- Opportunities for career prep and exploration

4: Program Management

Positive:

- Director = work 40 hours per week and hold a Bachelor's or Master's degree with relevant experience in education or social work. Experience with staff supervision. Strong communication, organization, budgeting
- Site leaders and assistants = certified teachers.
- Clear professional development plan based on surveying staff to target focus areas
- Programming plans are clearly based on student driven programming.
- Daily attendance tracked
- Clear transportation plan.
- Clear safety plan

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- Clear plan on how to make the most of their volunteers by having them serve as mentors in their areas of expertise.
- The connection between partners is clear. One is offering academic, the other health and wellness

Negative:

- I didn't see mention of volunteer screening

5: Program Evaluation

Positive:

- Program design based on multiple data points used for periodic evaluation. Annual school climate survey, state testing data, surveys for teachers, students, families
- Gathering reflection feedback quarterly, review evaluation data with stakeholders
- Evidence of sustainability: Advisory board meetings, community partnerships, other funds contribution.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$2000, so less than \$2600 requirement
- No program fee
- Equitable resources, other funds contributing, including local
- Professional development funded through Title I and Title II grants
- Transportation is split between 3 districts
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate
- There is a plan in place for capacity for success. They have multiple partners with a long history of sustainability

Priority Level

- Elevated rate of poverty
- All Title Schools
- One ESEA tier 3 schools

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- Need for role models, engagement, career exposure
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + family involvement
 - + Realistic and achievable, many partners with ability to offer expertise

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: AOS 90 MSAD 30/ Old Town, Orono YMCA

DATE: 4/26/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- New proposal
- Grades 6-12, limited details on program design. Partners/ roles listed

Total # of All Students to be Served Annually:	90	
Total # of RLP Students to be Served Annually:	90	100%
Average # of Students to be Served Per Day:	90	
Average # of LP Students to be Served Per Day:	90	
Students Receiving Special Education Services:	31	
Students who are English Learners (ELs):	0	
Total # of Parents of students to be Served:	70	

19% total population
 100% of total RLP ?

4 partners- inc. Old Town/ Orono YMCA

Section II- Specifications of work to be performed

1. Planning

Three districts, various exchanges, lit review on best practices
 10+ planning meetings, inc district Staff and other partner groups

2. Need

- a. Cites financial, health, academic needs/ data. Limited community resources due to rural setting.
- b. Narrative briefly references ways the program will address needs outlined above, incl. parent involvement

3. Program design

1a. Activities listed for academic improvement and enrichment, Health and wellness, and parent education. Description lists types of programs, but not how they will improve academic achievement

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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b. Participants identified by test scores or referral. Families encouraged to volunteer. Quarterly reports to identify areas of improvement. Barriers will be removed, programs modified as needed.

c. SY (3.5 hrs daily) and summer meet minimums

d. Staffing w/in expected range

2. Programming

- a. Weekly coordination with each site, common planning, review of logbooks to track student attendance, needs. Liaisons to communicate with other staff. IEPs addressed
- b. Who hired? Certified teachers from area schools; expected use of "Common Core State Standards"
- c. Safety measures, PBIS
- d. Activities in multiple areas provided; no description of how offerings are student driven.
- e. Offered at students' schools. Transportation provided. No other CCLC programs nearby.

3. G/O (Appendix E)

Goals

1. Academic/ School Improvement – 60% improvement year 1 ? % appear high; PBIS
2. Health and Wellness-Physical, Nutrition, Prevention programming
3. Educational Enrichment-STEM- inquiry based, Literacy, CCR
4. Parent and family Engagement-parent ed opp via Education/Family engagement coordinator from Penquis Community Action
5. Sustainability and Collaboration- Advisory Board, bi-monthly meetings, quarterly presentations
6. Professional and Staff development- You for Youth online webinars

4. Program management

- a. Quals, etc. ok. Ed. Degree, expertise w/ adolescents. Eval and supervision
- b. Grant development; access to student data for evaluative purposes
- c. Non-specific plan; You for Youth-college and career development. Method for funding or determination of effectiveness not described
- d. Non-specific about plan to gather and interpret (MEA listed only). Disseminations info provided press release. Individual contact w/ students
- e. District busses. From school-SY, to and from summer
- f. Community meeting to encourage volunteers. Examples of use provided

5. Program Evaluation

- a. School climate surveys and MEA data used, alignment to standards to state standards. Specific measures not outlined. Research reviews cited. Contracted evaluator
- b. Evaluation team, quarterly feedback, PLC to review data
- c. PLC reflection on data; public reporting quarterly

Section III-Budget

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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DATE: 4/26/2020
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EVALUATOR DEPT: Department of Education

1. Narrative
 - a. \$2000
 - b. \$ Support from partners and individual school districts
 - c. No fees
 - d. DOE? and Local funding listed
 - e. Personnel, nutrition costs, subcontracts, consultant fees, equipment trans.
 - f. Various In-kind costs supported inc. transportation
2. Budget forms
Form 004-Funds from DOE and Food Care program? (\$128,039), In-kind \$260K (\$63K transportation)
Form 008- \$0 equipment
3. Success and Sustainability
 - a. Inc. parent, Head Start and partners
 - b. 4 step plans inc. marketing, training in You for Youth, strengthening partnerships, continued non-profit / higher ed commitments exploring new partnerships, grants. Title I, Title II for PD (No mention in current plan).
 - c. Lists provided with roles each partner, ongoing collaboration

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Auburn School Department
DATE: 4/20/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Renewal Proposal

- Lead Partner: Healthy Androscogin
- Includes 4 additional partners
- Serve 120 RLP students grades 3-6 and 9-12 on three sites
- Planning = 11.5 hrs (assuming 3/31 was 45 minutes)

Need for Program

- 26% families receive public assistance
- 19.2% children live below poverty
- Park Ave and Washburn eligible for universal breakfast and lunch; rates 81% and 96%
 - Edward Little HS is 46%
- Testing below proficient

Program Design

- Blend of academic, enrichment, and wellness activities
 - Student homework support
 - Hone math and literacy
 - Target specific skills through engaged math and literacy
 - Cross-curricular teaching
 - Combine subject areas to keep students engaged
 - Credit recovery
 - Bridge middle schoolers to EL
- Sites
 - Park Ave gr 3-6 serving 70 students/60 RLP
 - Edward HS gr 9-12 serving 90 students/70 RLP

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- Washburn gr 3-6 servings 40/32 RLP
- Last 2 years fell short of meeting regular attendee goals due to new leadership and restructuring
 - Expected to meet goals for current year
- Park Ave and Washburn does not meet min. 240 hrs
 - All 3 schools do not meet min. 90 hrs for summer programming
- Staff:Student Ratios
 - All 1:6 homework; 1:8 enrichment; and 1:10 recreational
- Program to take place in school facilities
 - Follow school day rules, policies, and emergency procedures
 - Staff are FT teachers and ED Techs in the schools to connect afterschool with the school day
 - Building principals and interventionists staff work closely with CCLC staff
 - Sharing staff means curriculum can carry over to afterschool time
- Supplemental instructors are recruited from outside for their expertise
- Facilities are public school buildings held to health and safety standards
 - Emergency procedures are posted
 - All staff and volunteers pass a Maine fingerprint background check
 - Staff is CPR/First Aid trained
- Regularly address student interests
 - Accommodate different learning styles
 - Engage the group and allow for individual learning
 - Student-driven programming
- 6-week modules to allow for assessment at regular intervals
- Diversity is embraced
- Attendance milestones
 - Recognition and celebrated
 - Year end field trip for regular attendees

Program Management

- FT Director
- Effective working relationships with principals and district admin and curr coord.
- Each site has principal that fully supports the program with space and staff
 - Provides access to data
 - Support referrals, communicates with families and staff, advocates for the program
- PD needs is developed in consultation with program staff, follow YPQA framework, each site develops goals for annual Program Quality Improvement Plan and PD supports ability to meet to goals

**STATE OF MAINE
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- Peer learning
- Supplemental PD provided by school dept in safety and best practices
- Dissemination of Information
 - Daily contact with personnel
 - Communications with families through multiple outlets
 - Newsletter, press releases, media, presentations in public forums
- Volunteers
 - Recruited from stakeholders, advocacy efforts and community networking
 - Local HS and college volunteers
 - Parents and grandparents
 - Receive an orientation to the program and have same PD opportunities as paid staff

Program Evaluation

- Academic achievement is measured by Renaissance Learning's STAR Reading and Math fall and spring assessments.
 - Annual MEA
 - Number, frequency, and attendance at academic, wellness, and family programs track achievement of service targets
 - Program quality is monitored annually with the Youth Program Quality Assessment administered in fall and spring.
 - Use of additional surveys, focus groups and data
 - Periodic eval to assess quality of academic enrichment is shared between grant staff, school admin, and DOE 21ST CCLC
 - Quantitative and qualitative evaluation for program monitoring and improvement
 - YPQA and SAYO results and data
 - Improvement plans are reevaluated in May with progress reports
 - Monthly reviews to evaluate compliance and grant goals
 - End of school year evals are used over summer
 - Fall staff orientation include priory year evaluation and PD is planned to address weaknesses

Budget

- RLP per student costs \$1,625
- HS students are free to attend
 - Elementary \$30/6 week
 - No one refused and has sliding scale

**STATE OF MAINE
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- Total first year \$195,000
 - In-kind total \$79,691.20
 - Private Funding \$1,200
 - Program Income \$750
 - State & Municipal Funding \$78,460.58
 - 2019 21stCCLC funding \$53,435.23
- 21st CCLC Budget
 - Personnel Budget - \$170,331.93
 - Transportation - \$16,200
 - Other - \$8,468.07

Success and Sustainability

- Grant and Foundation work
- Efforts to make program visible to community
- Active partnerships
- Outreach for funding of small, definable projects
- Volunteers
- Fee-for-service

Program Goals and Outcomes

- Goal 1: Year 1 shows growth between 12.5% - 40% with 2.5-5% growth rate
- Goal 2: proposal appears adequate and appropriate for participation and frequency
- Goal 3: shows adequate outcomes for the proposed strategies
- Goal 4: host 3 family activities, 3 educational activities, 4 direct informational resources
 - Shows 40% parent participation expectations in activities
 - 20% parent participation in at least one on-site educational program
- Goal 5: 12 advisory board members, 50% attendance of 3 meetings each year, 3 formal presentations
 - 5 active partners
 - 1% of annual budget fundraising
- Goal 6: 6 PD opportunities a year with 75% staff attend 95% of PD opportunities
 - 8 regular school meetings with 60% attending 95% of meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Auburn School Department
DATE: 4.24.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Meets free/reduced lunch requirements
Three key focus areas outlined
Focus on LP students
Community need clearly stated
Program description gives sense of student benefit
Failure to meet goals noted in previous funding cycle, stated efforts of correction
Does not meet the required summer hours
Leadership connects school staff with program staff providing overlapping academic involvement
Evaluation and feedback for program is annual or biannual
Cost per student meets program requirements/program fee is sliding scale
Proposed sustainability reliant on future community buy-in for support or potential scholarship collaboration with existing after school programs
Goals for parent involvement in activities are very low
Percentage of staff attending meetings is very low

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Auburn School Department
DATE: April 19, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	Renewal Bidder: Auburn School Department Lead Partner: Healthy Androscoggin Site 1: Edward Little H.S. Site 2: Park Ave. Elementary Site 3: Washburn School \$195,000	Are renewals not automatic?
Appendix C Proposal Content	<p>Section I- General Information</p> <ul style="list-style-type: none"> a. <u>Abstract-</u> Raise achievement, aspirations, social development and wellness for vulnerable students. b. <u>Program Demographics-</u> 200 students and 120 RLP c. <u>Partners-</u> 4H Cooperative Extension, Auburn Public Library, Big Brothers Big Sisters, and Bates College <p>Section II- Specifications of Work to be Performed</p> <p>1. Planning</p> <ul style="list-style-type: none"> a. <u>Planning Process-</u> An assessment of the current program, review of data and recommended programs, and proposal feedback. Building goals were shared along with district vision. Partners were consulted for ability to continue partnership. b. <u>Face-to-Face Meetings-</u> Meeting dates and Participant titles included!!!! 	

**STATE OF MAINE
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	<p>2. Need for Program</p> <p>a. <u>Community Needs</u>- High student/family mobility rates as well as high poverty.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families</u>- Needs of low-performing students, highly qualified staff focused on academic performance and developing habits of mind. Credit recovery and mentoring for high school students.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities</u>- Academic extended, enrichment, and wellness activities. Homework support, hone in on math and literacy skills, hands on math, science, literacy, art and physical activities. Examples given!</p> <p>b. <u>Number of students</u>- 90 in the program. 70 of which are RLP. 20 on average will be served daily.</p> <p>c. <u>Operations Schedule</u> <u>School Year</u> – 5 hours a day for 4 days a week for 29 weeks per year for 116 days for a total of 580 hours. All 3 sites. <u>Summer</u>-5 hours a day for 4 days a week for 4 weeks per year for 16 days for a total of 80 hours. All 3 sites.</p> <p>d. <u>Staffing Ratios</u> <u>School Year</u>- <u>Summer</u>-Average numbers for Appendix H</p> <p>2. Elements of High-Quality Programming</p> <p>a. <u>Linkage to School Day</u>- CLC staff is School District Staff. If students meet learning targets during after school programming it will follow over to the classroom.</p> <p>b. <u>Strong Instructional Leadership</u>- same as linkage to the school day. The teaching staff and student directed lessons.</p>	
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	<p><u>c. Safe Environment-</u> Public school buildings, nutrition guidelines are met, staff and volunteers are certified or fingerprinted, and safety trained</p> <p><u>d. Student Driven Programming-</u> The CLC adheres to student interest programming which gives student choice, student survey.</p> <p><u>e. Regular Attendees-</u> Attendance milestones (15 days, 30 days) as well as the careful and meaningful positive relationship building that happens with the already in place staff.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management-</p> <p><u>a. Program Leadership-</u> 40 hour a week year round director. A self-starter with experience in education and grant carryout with designing and implementing quality youth programming.</p> <p><u>b. School Leadership Support-</u> Assistant superintendent, one school committee member, and six principals are on the advisory board. The CLC director works with principals and district administration. The curriculum coordinator addresses instructional leadership.</p> <p><u>c. Staff and Professional Development-</u> Based on information from the YPQA the director pinpoints professional development for the staff. Staff also takes part in PD at each school by the school department as well as staff meetings.</p> <p><u>d. Communication-</u> Face to face, email, phone, text, Remind App, Translators, website, newsletter, press release, social media, and staff meetings.</p> <p><u>e. Transportation-</u> 85% of participants take the bus home during the school year. To and from is available during the summer program.</p> <p><u>f. Volunteers-</u> Orientation to the program and access to professional development.</p>	<p>Karen Millard, Project Director?</p>
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	<p>5. Program Evaluation</p> <p><u>a. "Measures of Effectiveness"</u>- STAR reading, MEA reading and math, Youth Program Quality Assessment, The Survey of After School Youth Outcomes (SAYO), and stakeholder surveys.</p> <p><u>b. Periodic Evaluation</u>- Grant staff and school administration for a robust layout of an evaluation process.</p> <p><u>c. Evaluation used to improve program</u>- Again- detailed and thorough plan that is already in place.</p> <p>Section III-Budget Proposal</p> <p>1. Budget Narrative- Funding priorities: highly-qualified staff, program access through transportation and supplies and experiences for programming. \$1,625 per low-performing student, and in-kind commitments.</p> <p>2. Budget Forms- Highly detailed</p> <p>3. Capacity of Success and Sustainability</p> <p><u>a. Advisory Board</u>- All Auburn School Department except Auburn library.</p> <p><u>b. Sustainability Plan</u>- In-kind from the school district, grant and foundation research, businesses, and volunteer support.</p> <p><u>c. Roles and Commitments of Key Partners</u>- School and community partners with so many examples.</p>	<p>What about the other partners?</p>
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement</u>- % of students who will meet in Math, ELA, Social and Emotional Learning, and Homework</p> <p><u>Goal 2- Health and Wellness</u>- Movement, dance, STEM sports, hiking, outdoor education, 5-2-1-0, project-based nutrition, and safety education</p> <p><u>Goal 3- Educational Enrichment</u>- STEM examples, visual and performing arts.</p>	

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	<p><u>Goal 4-Parent Education and Family Engagement-</u> Three family activities per year and educational sessions.</p> <p><u>Goal 5- Sustainability and Collaboration-</u> Advisory board, meeting minutes, present information to stakeholders, fundraising, and grant and business funding.</p> <p><u>Goal 6- Professional and Staff Development-</u> Training and professional development and staff meetings.</p>	<p>The advisory board is not diverse with stakeholders- Missing community member, parents and students.</p>
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Detailed and organized. Examples given. A quality program in place.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Boys & Girls Club of KV
DATE: 4/26/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

New Proposal

- Lead Partner: RSU 12
- Includes 1 additional partners: MSAD 11
- Serve 125 RLP students grades 3-8 on 3 sites
 - Chelsea Elem. F/R 49.7%; gr 3-8; serving 50/41 RLP
 - Gardiner MS & Riverview Comm School F/R 52.3%; gr 6-8 & 3-5; serving 50/43 RLP
 - Windsor Elem F/R 50%; gr 3-8; serving 50/41 RLP
- Program two sites
 - Greater Gardiner Clubhouse
 - Chelsea Elem School
- BGCKV and MSAD 11 already has 21st CCLC operating 2003-2013 and 2015-2020
- Serve at least 100 more students; targeted 150 students/125 RLP
- Planning = 10 hrs

Need for Program

- Low income median households
- F/R 38.44-56.9%
- Gardiner MS 48.25% students did not meet NWEA standards
 - Riverview 65.92%
 - Chelsea 75% didn't meet math and 55% didn't meet reading
 - Windsor 66%/45% didn't meet standards
- KGCKV 40% membership live below poverty
- MSAD 11 and RSU 12 don't offer any extra support/supplemental programs beyond existing 21st CCLC

Program Planning

**STATE OF MAINE
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- Operating meets min. required hours/days
- Small group tutorials and high interest activities
 - Academic improvement, STEM, cultural enrichment and wellness
 - Students will help ID high interest
 - Vacation weeks will offer 4 day themed events
 - Summer will have blended academics
- Survey families and students
- Encourage frequent communication
 - Mentors distribute daily progress reports
- Building linkages with partners and parents
- Provide educational opportunities for parents
- Staff:Student ratio
 - All schools regular and summer
 - 1:8 homework; 1:10 enrichment; 1:13 recreational
- Align with school day curriculum
 - Access to MSAD 11 and RSU 12 curriculum, lesson plans, assessment data
- Majority of staff be current employees at MSAD 11 and RSU 12
 - HS and college students invited to work on sites
- All staff CPR/First Aid/Water safety trained
- Quarterly PD provided by BGCKV
- Monthly staff meetings
- CLC Director and Site Coords attend all 21stCCLC meetings, MSAD 11 and RSU 12 workshops, team leader meetings, PD and open houses
- Adhere to MSAD 11 and RSU 12 COC, childcare licensing, CACFP
 - All staff and volunteers CHRC
- Teachers complete daily progress reports
- Student feedback collected monthly
- Students will have assigned teachers and group of peers

Program Management

- FT Director, 15 year CCLC experience
 - Experience with MSAD 11 curriculum
- Superintendents will support open communication between schools and CCLC
- Direct will have access to district data
- Teachers and staff will use district standards maps

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- Principals will work with program to recruit LPS and offer PD opportunities to CCLC staff
- Staff will have monthly club trainings, monthly CCLC meetings, quarterly PD
- Dissemination of Information: Monthly news flyers, informational pamphlets, calendars, daily progress reports, district workshops, parent/teacher conferences, school board meetings, social media and webpages
- BGCKV will work to recruit volunteers
 - Screened
 - Offer counselor in training to HS students
 - Work with Senior Citizen programs

Program Evaluation

- NWEA and EmPowerME results
- Report cards and school records
- YPQA assessment, kid trax attendance, MIYHS results
- Positive outcomes in perf measures
- Open communication between school and program
- Design assessment methods
- Surveys

Budget

- Per student \$2,133 cost per RLP \$2,560
- No cost to participate
 - Childcare costs
 - Sliding fee scale
- Total year 1 \$320,000
- Food Programs \$28,600
- MSAD 11 \$18,000 private funding
- Program Income \$45,875
- In-Kind \$140,600
- 21st CCLC Budget
 - Personnel - \$258,950.16
 - Transportation - \$11,000
 - Other - \$40,370
 - Materials and supplies \$25,000

Sustainability

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- BGCKV has proven sustainability record
- Trustees collaborative effort to raise monies and spread awareness
- Grant work and fundraising
- MSAD 11 and RSU 12 will work to contribute to sustainable plan

Program Goals and Outcomes

- Goal 1: 10-35% increase/improvement year 1 with 5% increase annually across all strategies
- Goal 2: 3 events/40 hrs annually for each strategy
 - No safety education or prevention programming
- Goal 3: 3 events/40 hrs annually on strategies
 - No ELL, Community Service, Literacy, mentoring, college readiness
- Goal 4: 4 parent opportunities with 40% participation
 - 4 educational opportunities with 20% participation
 - 1 informational resource monthly for 12 months
 - 30% indicate informational resources help
- Goal 5: 10 advisory members; 8 meetings; 75% will attend 3 or more meetings
 - 5 promo events/activities
 - 4 program partners
 - Raise \$2,000 in funds year 1 and \$500 in subsequent years
- Goal 6: 4 PD opportunities; 75% will attend 95% of PD opportunities
 - 4 collaborative meetings; 60% of staff will attend 95% of meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 12
DATE: 4.22.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Meets LP student ratio
Income requirements met
Need clearly outlined
Absence of additional support program for LP students noted
Program hour requirements met
Club style and small group help program
Assessment and evaluation outlined
Budget outlined within grant requirements; no program fee
Previous program sustainability
Clearly outlined partnerships
Proposed outcomes are specified in achievable and measurable standards

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Boys and Girls Club of Kennebec Valley and RSU 12
DATE: April 7, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	New Proposal Boys and Girls Club of Kennebec Valley has collaborated with RSU 11 for 15 years now they want or bring in RSU 12 Bidder-: Boys and Girls Club Lead Partner: RSU 12 RSU 11: Gardiner Regional MS (6-8) & Riverview Community School (3-5) (Site 2) RSU 12: Chelsea Elementary (3-8) (Site 1) & Windsor Elementary (3-8) (Site 3) New: \$320,000- 9 Communities- 150 kids- 125 RLP	There is no signature or title for Ingrid Stanchfield or date for the proposal.
Appendix C Proposal Content	<p><u>Section 1- General Information</u></p> <p>a. <u>Abstract-</u> 9 communities, spreading the wealth with their experience to other community children.</p> <p>b. <u>Program Demographics-</u> Max request amount for 3 sites.</p> <p>c. <u>Partners-</u> Lead BGCKV</p> <p style="padding-left: 40px;"><u>Additional-</u>MSAD 11</p> <p><u>Section 2- Specifications of Work to be Performed</u></p> <p>1. <u>Planning</u></p>	<p>I am confused. In the Proposal Cover it states that The Boys and Girls Club is the Bidder and RSU 12 is the Lead Partner Then here in Section 1 c. it states that BGCKV is the Lead and MSAD 11 is the additional partner. I'll continue to read to try to solve.</p> <p>Last paragraph "for some most kids" typo</p>

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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	<p>Collaboration with BGCKV, MSAD 11, a month and a half of meetings for planning (7 meetings)</p> <p>2. <u>Need for Program</u> <u>a. Community Needs-</u> All towns involved are neighbors <u>b. Carried out-</u> The past 21st CCLC grants have supported student performance growth with the NWEA assessment</p> <p>3. <u>Program Design</u> 1. <u>Program Description</u> <u>a.</u> 120 Days, A quality list of activities for the kids. Vacation weeks 4 days. Summer 24 days <u>b.</u> Number of students to be served 150, 125 RLP. Surveys, supportive of families, welcoming and encouraging environment, promote involvement, educational activities (literacy and math assistance, GED prep, parenting, résumé), unique and enticing enrichment , student input <u>d.</u> Academic support 8/8, Enrichment 10/12, and Recreation 13/18</p> <p>2. <u>Elements of High-Quality Programming</u> <u>a. <u>Linkage to School Day-</u></u>Linkage to the student’s school day, connection with classroom</p>	<p>But I am in need of more specific detail about the activities. Where is the number for GRMS?</p> <p>What is building linages?</p> <p>Creating an environment that welcomes families, mentors- what other communication besides progress reports? How are you going to provide opportunities to be involved (open house, dinner, shows, and volunteerism)? What can be done to go beyond the typical communication about these activities?</p> <p>What is done to create a safe, comfortable and supportive environment?</p> <p>CLC director and Site coordinator have access to curriculum, lesson plans, and assessment data, as well as be invited to district professional development. Who are these people and what is their</p>
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EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>teachers of program students, extra practice and enrichment</p> <p>b. <u>Strong Instructional Leadership-</u> MSAD 11 and RSU 12 classroom teachers w/ quarterly professional development</p> <p>c. <u>Safe and Appropriate Environment-</u> Positive actions for supporting a safe and appropriate environment</p> <p>d. <u>Student-Driven Programming-</u> homework, reinforce skills, set goals, complete projects, and study. Student input for enrichment activities.</p> <p>e. <u>Regular Attendance-</u> Personal relationships and student voice and choice.</p> <p>4. <u>Program Goals and Outcomes (Appendix E)</u></p> <p>a. A little more detail with program goals and outcomes. An extensive and robust proposed outcomes that show growth in achievement, participation, and adult involvement</p> <p><u>4. Program Management</u></p>	<p>certification? Holly Jordan-ample experience Who will teach?</p> <p>When do they plan? When do they meet with classroom teachers for updating?</p> <p>How will the opportunities be followed to be “age appropriate I.e. drug/violence prevention (just middle school)?</p>
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Boys and Girls Club of Kennebec Valley and RSU 12
DATE: April 7, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p style="text-align: center;"><u>a. Program Leadership</u>-Holly Jordan (SPED teacher, prior employee of GRMS, in the summer is counted as supervising youth). High Level of communication.</p> <p style="text-align: center;"><u>b. School Leadership</u>-MSAD 11 and RSU 12 superintendents communication between Holly Jordan, Directors of Curriculum work on alignment of curriculums, teachers and staff generate programming and activities, Principals recruit RLP students.</p> <p style="text-align: center;"><u>c. Staff and Professional Development</u>- A wealth of professional development and training resources.</p> <p>d. <u>Communication/Information- Monthly</u> Monthly program fliers, informational pamphlets, calendars, daily progress reports, CLC director availability for parent-teacher conferences, workshops, and school board meetings, websites, and social media</p> <p>e. <u>Transportation</u>- Bussing for GRMS and Riverview Community School to the BGCKV every program day. BGCKV is open until 5:30 so parents can pick up after work. A 12 passenger van is amiable for students who cannot be picked up by parent. Chelsea and Windsor Elementary children walk to the program. Then bussing will be provided at the close of the program day</p> <p style="text-align: center;"><u>f. Volunteers</u>- BGCKV currently collaborates with Jobs for Maine's Graduates, Day of Caring, Big Brothers/Big Sisters, Kohls Cares, and Lowes Community Funds and will extend this collaboration with the new CLC sites. They will also connect with a Senior Citizen Program</p> <p style="text-align: center;"><u>5. Program Evaluation</u> <u>a. Measures of Effectiveness</u>- NWEA, EmPowerME, report cards, and school records, teacher/admin/parent/youth surveys, attendance and participation, homework logs, and many</p>	
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
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BIDDER NAME: Boys and Girls Club of Kennebec Valley and RSU 12
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	<p>more. Research of many studies, including but not limited to lowering the drop-out rate</p> <p><u>b. Periodically assessing the Programs –</u> missing % for Riverview Community School. Students who are not proficient can benefit from the CLC programing- NWEA and such.</p> <p><u>c. Assessing results with refine, improve or strengthen the program-</u> Data analysis and stakeholder input.</p> <p><u>Section 3-Budget Proposal</u></p> <p>1. Budget Narrative-</p> <p><u>a. Cost per pupil-</u> \$2,133 and \$2,560 per RLP student</p> <p><u>b.</u> All sites appear to have adequate space for the enjoyment of children. 42 Staff members</p> <p><u>c.</u> No fees for CLC sites (after school programing) Parents can pay \$60/wk. for before school care-sliding fee scales set by DHHS's Child Care Subsidy Program.</p> <p><u>d. Federal-</u> \$15,100 in food cost is provided in the summer by the Department of Education's Summer Food Service Program <u>State-</u> \$13,500 in food is provided by DHHS's Child and Adult Care Food Program <u>Local</u> \$63,000 of BGCKV's in-kind occupancy space. \$65,000 of in-kind for as well as transportation for Windsor and Chelsea</p> <p><u>e.</u> materials and hiring teachers and staff <u>f.</u> See Local in D.</p>	<p>Form 008: Budget Justification-purchase of equipment. Misspell COMPUTER in 3rd row "HP-24-foo6 Desktop comuter"</p>
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Boys and Girls Club of Kennebec Valley and RSU 12
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	<p>2. Budget Forms 42 Staff</p> <p>3. Capacity of Success and Sustainability</p> <p>a. <u>Advisory Board</u>- Strong positions but affiliations are not complete</p> <p>b. <u>Sustainability Plan</u>- A wealth of funding opportunities. Previous ability to sustain this program.</p> <p>c. <u>Roles and Commitment of Key Partners</u>- partner expectations clearly delineated</p>	
Appendix D Letter of Intent	<u>Lead</u> - Boys and Girls Club of Kennebec County School District and <u>Lead Partner</u> - RSU 12 (Chelsea, Riverview and Windsor)	Continue w/ GRMS? Still missing Ingrid's position
Appendix E Specifications of Work to Be Performed	<p><u>Goal 1- Academic Improvement</u>- Tutoring (Math and ELA) A+</p> <p><u>Goal 2- Health and Wellness</u>-I would like to see more examples C</p> <p><u>Goal 3- Educational Enrichment</u>-STEM, Visual and Performing Arts, college and career readiness, multicultural service learning A+</p> <p><u>Goal 4-Parent Education and Family Engagement</u>- Missing examples C</p> <p><u>Goal 5- Sustainability and Collaboration</u>- A</p> <p><u>Goal 6- Professional and Staff Development</u>- More focused examples- What are the districts focusing on in their PD?</p>	Items w/out examples I feel like we were given filler answers.

Lacks detail and examples- template

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 73/Franklin County Children's Taskforce
DATE: 4.9.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Expansion proposal
 - o \$320,000 year 1
 - o RSU 73
 - o 200/120 RLP
- Positive
 - o Variety of partnership organizations.
 - Representatives from partner organizations are related to many of the needs cited.
 - Evidence of engagement of stakeholders in program planning process through parent surveys; parents will continue to be surveyed 2x/year; annual public presentations; advisory group.
 - o Proposal presents needs around child abuse and neglect and a variety of social and academic risk factors.
 - One of the primary needs cited of social and emotional learning in multiple ways.
 - o Evaluation
 - Use of validated program quality assessment tool.
 - o Trauma-informed training for all staff.
 - o Evidence of student engagement
 - Student "voice and choice" in clubs
 - Variety of programming choices
 - o Evidence of ongoing quality improvements through annual assessment and quarterly meetings of advisory group.
 - o Budget:
 - Significant transportation costs provided by LEA.
 - o Goals
 - Goals seem realistic and attainable; goals address increasing academic outcomes for low performing students and family engagement.

**STATE OF MAINE
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DATE: 4.9.20
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EVALUATOR DEPT: Department of Education

- Goal related to fundraising increases through progression of grant and appears linked to sustainability plan.
- Negative
 - Needs presented are so varied that it is difficult to evaluate how each of these needs will be addressed through the programming presented in the proposal.
- Questionable
 - Budget: "Other" costs of \$8,000 club activities is not clear how fund will be expended.
- Interesting
 - Use of College level education students from local University.
 - Using technology and social media platforms to share information: text messages for ongoing connection with families; videos on social media.
 - Goal 5: Application for child care licensing will allow families from low-incomes to obtain childcare subsidy for participation.
 - "Whole Child approach" –intake interviews for students.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Franklin County Children's Task Force
DATE: 4/10/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Expansion

Bidder and Lead Partner: Franklin County Children's Task Force (FCCTF) and RSU 73

Program sites: Spruce Mountain Elementary School 62.8 % Free and Reduced lunch, Spruce Mountain Middle School 65.5% Free and Reduced lunch and Spruce Mountain Primary School Free and Reduced Lunch

Appendix C:

Section I: General Information

Positive:

- Abstract clearly states the ongoing need for comprehensive support beyond the school day. The population is identified through the use of state and local data, and the program encompasses all components. These are low poverty areas, with transportation challenges and obesity identified as significant barriers/risk factors. There is also a significant number of partners supporting this program.
- Complete.

Interesting:

- 30 additional partners!

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Franklin County Children's Task Force
DATE: 4/10/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Met with multiple stakeholders: Superintendent, Administrators, Law Enforcement, Untied Way, Directors, Task Force, Teachers, Ed. Techs, and many more stakeholders! Over 80 hours of face to face meetings since August of 2018.
- A variety of outreach communication methods (Google Polls, email, phone etc.) were used to gather feedback from the community on areas of need.
- Evidence of multiple partnerships.
- Clear game plan, and clear that they gathered significant feedback confirming the need in multiple areas and have support from a large number of partners in the community.

Interesting:

- Over 80 hours of initial planning meetings with multiple stakeholders.

2: Need for Program

Positive demonstration of Need and How it will be Carried out:

- FCCTF has been providing outreach since 2016 and has been communicating and coordinating efforts with RSU 73 since that time. Due to the ongoing and increasing needs of their population, they've applied for the grant to enhance/expand much needed support
- **Need:** Addressed need with data, indicating multiple risk factors via multiple surveys, Elementary school is a ESEA title 1 , Tier 3 school, child protective services cases have risen, Office Disciplinary Referrals have increased in all three schools, domestic assaults, poverty rates, SNAP & TANF benefit eligibility rates, dropout rates, juvenile arrests, babies born exposed to or affected by substances have all increased year over year; Androscoggin and Franklin County median household income decreased and rank respectively 9th and 8th lowest in the state; students in RSU 73 rank highest or in the top quartile reporting drug/alcohol use, bullying experiences, feeling sad or hopeless, suicidal ideation, tobacco/e-cigarette use, and rank amongst the lowest in the state reporting they have a teacher that cares, a family that talks with them about school or has clear rules about alcohol or drug use at home.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

- Plan includes multiple targeted areas: social emotional and academic needs of students and families who are at risk, the ultimate intent is to build resiliency in the community by addressing the underlying adversity that is greatly impacting the RSU 73 community
- **How program will be carried out:** After school and summer program to deliver programming that will address social-emotional needs, academic support (tutoring & homework help), concrete/tangible supports (free healthy snacks and nutrition education), and whole-family engagement activities and education opportunities (parent education, intra/inter-family engagements)
- **Negative:** How the program will be carried out did not include a lot of detail, although, it does get into more detail further into the proposal.

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Hits all components.
- Significant focus on parents as well as students. Really targeting entire families.
- RSU 73 is providing 75% of the transportation
- Staff will be trained in trauma informed best practices and have strengths in teaching mindset
- Clear link to school day and how these programs support achievement.
- Clear data on # of students attending
- Meets school year hours and exceeds summer hours required.
- Staff to student ratios are correct.
- Large focus on seamless design between typical school day and these programs. Partnering with UMF students to provide academic and enrichment programming.
- Strong collaboration between schools and program. Student plans and daily achievements are communicated between the tutors, site coordinators and classroom teachers. Clear partnership/investment in student.
- Applicants for the program who possess the following skills will be sought: proactive problem solving; interpersonal skills; innovative thinking; facilitation; and commitment to the whole child, trauma-informed approach. Ensuring ongoing communication with families is a priority
- Safety is a clear priority. Transportation only by RSU and parents, intake interviews from families to ensure whole child approach is addressed in programming. Staff are exposed to significant training in multiple areas and screening.
- Student driven, rotating activities, choice, meaningful
- Attendance doesn't appear to be too much of an issue, it appears they easily fill the spots. For those who present with barriers, the team works together to address those barriers. Food and transportation are provided.
- Goals and outcomes in appendix e clearly align with information presented.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Franklin County Children's Task Force
DATE: 4/10/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Interesting:

- Social Emotional/Family needs appear to be significant barriers in reaching academic potential

4: Program Management

Positive:

- Director = BA/BS Education and/or Social Services, strong communicator/collaborator
- Site leaders and assistants = Elementary level teachers, education technicians and UMF students working in these programs is supported and encouraged by the superintendent
- Clear safety plan/protocol
- Clear professional development plan
- Weekly check-ins and monthly communication with school personnel and parents = ongoing communication
- Programming plans are clearly based on student driven programming.
- Clear transportation plan.
- Volunteer screening protocol.

5: Program Evaluation

Positive:

- They are using the state assessment and nationally normed local assessments to determine need and growth
- Curriculum planners collaborate with staff to share data and discuss programming to foster alignment between school and program. Individualized learning plans are created.
- Evidence of sustainability: Advisory board meetings, many community partnerships, school \$ contribution.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate – Improve
The Advisory Group will meet and perform a quarterly evaluation to adjust the program to develop an environment of Continuous Quality Improvement. The annual assessment will provide a complete lens through which to review the first year of programming; input from stakeholders will determine an additional metric of success. Student and teacher input will be gathered and Teacher Surveys; feedback will be incorporated into the quality assurance process. Parents will be given an opportunity to provide input through surveys, parent advisory groups, and one-on-one conversations with site coordinators and program leadership

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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DATE: 4/10/2020
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EVALUATOR DEPT: Department of Education

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- RSU 73 is paying a significant portion of program in areas of equipment, salaries, transportation
- Fundraising and grants = \$ 102,389.82
- University of Maine pays for a portion of salaries and wages
- Purpose of all expenditures have been described
- Sliding scale
- Clear staff hours
- Budget requests seem reasonable and appropriate. Salaries and wages, instructor laptops and phones, food, materials and professional development
- There is a plan in place for capacity for success involving key sponsors and stakeholders

Negative: Couldn't locate cost per pupil.

Priority Level

- High rate of poverty
- ESEA tier 3 schools
- High social emotional needs: high abuse, dropout rate, lack of role models
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + strong family involvement
 - + realistic and achievable, as evidenced by the past 5 years

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 73 FRANKLIN COUNTY CHILDREN'S TASK FORCE

DATE: 4/12/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Expansion project
- Assessments: NWEA, Fountas & Pinnell, and EmpowerME
- Transportation to and from the program
- Physical enrichment to improve child health, as obesity was identified as the number one health issue in greater Franklin County
- Evidence-informed parent education, support groups, and volunteer opportunities will be provided to parents separate from the student enrichment times.

Total # of All Students to be Served Annually:	200	
Total # of RLP Students to be Served Annually:	120	60%
Average # of Students to be Served Per Day:	150	
Average # of LP Students to be Served Per Day:	90	
Students Receiving Special Education Services:	173	87%
Students who are English Learners (ELs):	0	
Total # of Parents of students to be Served:	100	

21% total population

21% of total RLP ?

10+ partners

Section II- Specifications of work to be performed

1. Planning

10+ planning meetings, inc ed. Staff and other groups

2. Need

a. Focused assessment early 2019 inc. MIYHS, surveys, data sources

SMES- TI-Tier 3 school; multiple challenges listed; CPS ↑, median household income ↓

b. Afterschool/ summer- socio emotional, academic, family parent engagement

**STATE OF MAINE
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DATE: 4/12/2020
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EVALUATOR DEPT: Department of Education

3. Program design

1a. after school- 3 sites; summer- 1 site

Description lists types of programs, but not how they will improve academic achievement

b. Active, ongoing (daily) engagement and communication with students, their teachers, and parents/caregivers will be
There will be a robust, perpetual recruitment process throughout the program year in partnership with RSU 73 staff.
The Program Director will be on-site in the district daily.

c. SY operation- minimums

Summer- 5 hrs: 120 days above minimums

2. Programming

a. Tutoring support includes local staff, U Maine students

Communication loop

Written plans to program director

Weekly feedback

b. Who hired? Interested district staff. Expectations for linking are not clear.

c. Physical safety clear; emotional safety not addressed beyond staff training

d. Voice and choice 1 hr. per day. developing clubs. Various options provided.

e. Schedules accommodate transportation. Barriers discussed and addressed. Not as much about offerings.

3. G/O (Appendix E)

Goals

1. Academic/ School Improvement -reliance on NWEA/ State assessments

2. Health and Wellness-no strategies for Safety Education and Youth Leadership

3. Educational Enrichment-

4. Parent and family Engagement-weekly volunteer opportunities,

5. Sustainability and Collaboration- Advisory Board,

6. Professional and Staff development-

4. Program management

a. Quals, etc. ok. Fit into existing structure not clear

b. Advisory board, consultation with student referrals

c. Mechanism for PD clear; method for determination of effectiveness not described

d. Mass text messages, Board presentations, social media

e. District busses to home, to and from designated pick-ups in the summer.

f. Community networks for volunteers, including university students. Promotion by a speaker's bureau.

5. Program Evaluation

a. Need data not provided, performance measures from NWEA, research-NWEA, Fountas and Pinnell, EmPowerME, individual learning plans, data collection described

**STATE OF MAINE
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DATE: 4/12/2020
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EVALUATOR DEPT: Department of Education

- b. PQA, PQI quarterly, annually; stakeholder input
- c. Annual presentations, media presentations to share with families

Section III-Budget

1. Narrative
Does not include cost per student. Site Director and Program Director can't share space?
2. Budget forms
\$102K private funding; \$153 K In-kind (\$75K transportation)
52-week salaries?

Form 007-\$77,480 from other sources
Form 008- 3 cell phones
Form 011- 4 cell phones (same as in F008?) @ \$62.50 monthly; \$26K materials and supplies
3. Success and Sustainability
 - a. 34 parent and business members
 - b. Advisory board: grants, explore sliding fee scale, UMaine connection
 - c. Describes agreement of provisions. Does not clearly respond to the question. Evidence of involvement in planning?

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Biddeford
DATE: 4.15.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Expansion
 - o Biddeford/Learning Works
- Positive
 - o Significant needs data presented related to a variety of factors including trauma, academic achievement, and public health access factors that describe need for programming.
 - Needs data is focused on the population the programming intends to target.
 - The application proposes strategies to address these issues and a focus on social emotional learning through developmentally appropriate opportunities, trauma mitigating practices; the proposal places a significant emphasis on these needs.
 - o 2.a. Links between school day teachers and afterschool staff.
 - o 4.b. Use of evidence-based tools for program evaluation. Plans indicate flexibility in program offerings in response to evaluation data and needs.
 - o Evidence of student and parental engagement
 - Choice in programming
 - Survey data
 - Relationship-based approach
 - o Budget
 - Budget details are clearly presented.
 - 31% of budget is in-kind
 - o Sustainability plan indicates sustainability strategies are being implemented, strong and sustained partnerships, relationships with potential funders, including partner schools.
 - o Detailed strategies and activities provided in goal section; this allows the reader to get a clear picture of what will occur in the program.
 - o Goals address high poverty, low performing, engaging families, meeting academic standards, ELL student goals.
- Negative

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Biddeford
DATE: 4.15.20
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- Questionable
- Interesting
 - o High ELL population
 - o Schools do not assign homework to LWAS students; proposal includes strategies to propel academic instruction without focusing on homework completion.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Learning Works
DATE: 4/17/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Expansion

Bidder and Lead Partner: LearningWorks (LW) and Biddeford School Department

Program sites: Biddeford Primary School 54.9 % Free and Reduced, John F Kennedy Memorial School 55% Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Abstract clearly states the need for the expansion of the LearningWorks nonprofit programming in conjunction with Biddeford schools due to the diverse needs of significant enrollment increase.
- Target population is pre k-3rd graders
- Total number of students served annually = 100. RLP students served annually = 85
- Six additional well established partners
- Offerings include high interest hands on academics, enrichment activities, recreational opportunities and health and wellness.

Interesting:

- No mention of parent education, but is in section below.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Learning Works
DATE: 4/17/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Biddeford district administrators were very involved in the planning process including establishing the need through data collection.
- LW and BSD works together to analyze the needs of the population, consider the successes of the LW program over the past 8 years, and determine areas that need enhancement such as social emotional learning
- Focus groups including additional partners
- Expansion of program (successful 8 years)
- Met with multiple stakeholders
- Survey data from district leadership and advisory members informed application
- Evidence of multiple partnerships.
- Clear game plan, and clear that they gathered partnership feedback on programming
- Parents are on the advisory board

2: Need for Program

Positive:

- Addressed need with significant data points.
 - 68% didn't meet developmental motor skills benchmarks, 64% didn't meet concepts benchmarks, and 60% didn't meet language benchmarks. At BPS 40% of 1st - 3rd grade students do not meet math benchmarks while 50% do not meet reading benchmarks. Less than half of all Biddeford children ages 0-5 are connected with a childcare or early education provider. Of the 20-licensed early care providers; only 4 have received high ratings from Maine Roads to Quality.
- High poverty rate.
- Schools combined = 55% free and reduced lunch
- Largest statewide population of students served by Child Development Services
- Other need = Children exhibiting challenging behaviors as a result of experiencing domestic abuse, substance abuse, incarceration. Housing instability

**STATE OF MAINE
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DATE: 4/17/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Hits the components of academics, health and wellness, enrichment and sustainability + collaboration
 - Parent involvement is mentioned later on in this section including phone calls, handbook, volunteer opportunities, parent events.
- Clear link to school day and how these programs support achievement.
- Clear description of how partners will continue to add value to program delivery and sustainability
- No cost, healthy snacks (summer breakfast and lunch) and transportation provided
- Clear data on # of students served
- Invited via teacher referral + academic need, and Head Start
- Strong history of enrollment
 - Typically at capacity, known for it's high quality delivery of services, high staff retention
- Meets hours required.
- Staff to student ratios are correct.
- Prioritize hiring from BSD and Head Start for linkage
- Frequent professional development offered
- Ongoing communication with social workers, title one staff, nurse, classroom teachers
- Use benchmark data and research- based curricula that align with learning targets
- Professional growth is measured and evaluated via field observations and through yearly program & staff evaluations.
- Strong collaboration.
- Clear safety training and protocol
- Strong attendance is a priority. Clear family outreach

Interesting:

- Recruit staff specialists from host schools in areas such as English Language Learner and STEM

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Learning Works
DATE: 4/17/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

4: Program Management

Positive:

- Very clear partnership between both partners!
- Director = LWAS-Biddeford's Director is employed by LearningWorks in a 40hour/week, year-round position, and is in her 8th year administering a 21stCCLC program at LW.
- Clear safety plan/protocol.
- Clear professional development plan.
- Programming plans are clearly based on student/family feedback and need
- Clear transportation plan@ 35%
- Volunteer screening protocol.

5: Program Evaluation

Positive:

- State data on Biddeford being the fastest growing community of those under the age of 35.
- Multiple early childhood screening data sets referenced, and parent surveys
- Evidence of sustainability: Advisory board meetings, community partnerships, school \$ contribution.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$2,4745.00 per student, which I think is meant to read \$2,475.00, so less than \$2600 requirement
- There is no cost to attend
- Committed to funding 35% of all transportation costs
- Multiple partners contributing financially
- Purpose of all expenditures have been described
- Budget requests seem reasonable and appropriate

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Learning Works
DATE: 4/17/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

- There is a solid plan in place for capacity for success. They do have substantial partners invested in this programming and the expansion to include pre K.

Priority Level

- High rate of poverty
- Other needs: poor role models, exposure to substance and domestic abuse, incarceration, raised by grandparents
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + strong focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + family involvement
 - + Realistic and achievable, as evidenced by the past 5 years

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Biddeford/ Learning Works

DATE: 4/16/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Expansion project
- Attention to younger population

Total # of All Students to be Served Annually:	100	
Total # of RLP Students to be Served Annually:	85	85%
Average # of Students to be Served Per Day:	75	
Average # of LP Students to be Served Per Day:	75	
Students Receiving Special Education Services:	140	?
Students who are English Learners (ELs):	66	
Total # of Parents of students to be Served:	40	

13% total population
 23% of total RLP

9 partners- inc UNE, Barbara Bush Literacy

Section II- Specifications of work to be performed

1. Planning

LWAS with district, surveys

10+ planning meetings, inc district Staff and other partner groups

2. Need

a. Cites poverty, changing family configurations, readiness data, behavioral challenges due to societal issues. No description of community resources.

b. Narrative briefly references extended learning opportunities, snacks and transportaion

3. Program design

1a. Targeted goals, play and project based. Multiple activities listed. Narrative does not specifically how offerings address early childhood. Description lists types of programs, but not how they will improve academic achievement

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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b. Cites current successful program. Outreach to families will now include Head Start. Families encouraged to volunteer.

c. SY and summer meet minimums

d. Staffing w/in expected range

2. Programming

- a. Seamless transition from school day through coordination with BSD and Head Start staff, common PD and training, utilization of benchmarks from appropriate areas
- b. Who hired? Early childhood specialists, ELL expertise, childhood development and social work experience. Weekly planning sessions.
- c. Safety inspections, CPR, First aid, SEL training, Responsive Classroom
- d. Attention to early learning models, student centered project based, enrichment clubs, Museum of Science use of various modalities for presenting information.
- e. Academic focus with health-wellness, cultural and socio-emotional activities. Offered at students' schools. Transportation provided.

3. G/O (Appendix E)

Goals

1. Academic/ School Improvement – 32% improvement year 1; ELL needs inc.
2. Health and Wellness-recess, motor breaks, 1 physical per wk, 1 nutrition, safety act per month
3. Educational Enrichment-STEM- theme based, Museum of Science, UNE Lab school: multicultural act; Literacy integration; no additional ELL act. listed
4. Parent and family Engagement-orientation, handbooks, volunteer opp. Inc Advisory Board, newsletter, Adult Ed offerings, ELL support
5. Sustainability and Collaboration- Advisory Board, messaging, website,
6. Professional and Staff development- monthly trainings,

4. Program management

- a. Quals, etc. ok. 8 yrs. experience. Reports to LW Director
- b. Communications at various levels, district support
- c. Mechanism for PD clear. Inc. online training, Responsive Classroom. Method for determination of effectiveness not described
- d. Program Director and LW leadership. Disseminations info provided through various means. Various contacts with parents re: progress.
- e. District busses, accommodations for PreK. From school-SY, to and from summer, 35% cost covered by grant.
- f. Activity prep, enrichment clubs, working w/ students. Recruitment of volunteers from families, includes local university students (UNE). Volunteer orientation

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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DATE: 4/16/2020
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EVALUATOR DEPT: Department of Education

- 5. Program Evaluation
 - a. Community growth and increase in after school enrollment; numbers provided. Cites research on poverty, HQ staff. Data sources for assessment: local, YPQA, surveys. Specific measures, alignment to standards not outlined.
 - b. Fall evaluation using YPQA, quantitative and qualitative data sources cited
 - c. Advisory Board presentation, consensus planning, PQI planning at each site. Board presentation at invitation of superintendent

Section III-Budget

- 1. Narrative
 - a. \$24745 per Typo? (\$2,475)
 - b. \$ Support from LW and BSD
 - c. No fees
 - d. Local funding (LW, BSD) mentioned only
 - e. Director, staffing, programming, supplies, PD trainers, mileage, trans. \$13K (35%)
 - f. In-kind from BSD for trans, food, occupancy expenses; from LW for admin and volunteer support
- 2. Budget forms
 - Form 004-In-kind \$115K (\$13K transportation)
 - Form 008- \$0 equipment
- 3. Success and Sustainability
 - a. Inc. parent, Head Start and partners
 - b. Robust response. Previous programming- 8 yrs. Move to younger students due to need. Sustainability efforts by LW. Incl. corporates sponsors, endowments. Detailed steps provided-inc. fund raising, other funding, messaging, community involvement
 - c. Lists provided for each partner; ongoing collaboration

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Portland Public Schools
DATE: 4.25.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Renewal
 - o Portland/Learning Works
- Positive
 - o Diverse group of partners.
 - o Needs presented show significant need tied to recent changes in demographics (i.e. increased poverty in 0-18); high poverty rates, ELL learners, proficiency standards. This afterschool program supplements Title I.
 - o Evidence of ties to regular school day and school day staff.
 - o Evidence of student engagement.
 - Students can choose clubs.
 - Voting on activities
 - Data presented in application shows strong retainment of students.
 - o Evidence of strong family engagement
 - # of families in attendance at family events.
 - Utilizing best practices in family engagement including interpretation and text outreach.
 - o Evaluation includes review at fall and spring assessment data and evidence-based assessments, both qualitative and quantitative data.
 - o Budget:
 - Clearly articulated and reasonable budget expenditures and in-kind.
 - o Goals indicate targeting low performing students to meet academic standards, and engaging families in the program. Goals clearly address ELL students.
- Negative
 - o 1:10 Ratio of students to teachers for homework help/tutoring is above the suggested ratio for targeted academic support (1: 4-8)
- Questionable

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Sustainability plan appears only related to Learning works capacity and does not include details on Portland Public Schools or strengthening that partnership.
 - Significant cost of technology purchased with grant funds but proposal does not clearly articulate how specifically the ipads will be used.
- Interesting
- Participation in CACFP and SFSP programs to provide snacks.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks
DATE: 4/21/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Renewal

Bidder and Lead Partner: LearningWorks and Portland Public Schools

Program sites: Howard C Reiche Community School 100% Free and Reduced, East End Community School 100% Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Renewal, continue programming for 83 (up from 75) low-performing 2nd-5th graders
- LearningWorks is the lead applicant and is a 501c3 nonprofit with extensive experience providing high-quality learning opportunities to youth and families.
- Complete. Collaborates with Portland Public schools, aligns to Maine Learning Results, offers student driven programming and choice. Academic, social emotional, enrichment, English language support.
- Exceeded recommended hours both in the summer and during the school year.

Interesting:

- 100% free and reduced at both sites/feeder schools
- 17 additional partners

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks
DATE: 4/21/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Continuation of program (renewal after successful 11 years)
- Multiple stakeholders collected and reviewed data on success of program, and determined that only slight adjustments in an added emphasis on Equity, Social Emotional Learning and English Language Learners should be made.
- Rigorous planning with multiple stakeholders, surveys and feedback from students, parents and school day teachers were used in the planning process.
- Clear game plan, and clear that they gathered feedback on programming and confirmed the continued need and support from community.

Interesting:

- 18.75 hours of initial planning meetings with multiple stakeholders.

2: Need for Program

Positive:

- Addressed need with data.
 - Urban community from 200-2015 the percent of families in poverty grew from 9.7% to 14.3%
 - % of children under the age of 18 living in poverty in the feeder school communities is 41.5%
 - Diverse population, 60 languages spoken 43% of students in feeder schools receive English Language Learners instruction.
 - Strong correlation between high poverty and graduation rates
- Title One Schools
- Plan includes multiple targeted areas: academic needs of students who are low performing, failing or at risk of failing and enhance their educational, emotional, and physical development which provides the tools to overcome the impact of poverty on learning.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks
DATE: 4/21/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

3: Program Design

Positive:

- Programs are based on best practices in academic enrichment to maximize learning time, reinforce school-day learning, promote youth leadership, and improve student academic achievement.
- Full description of what the program will look like both during the summer and before and after school.
- Project based, student centered, recreation, health and wellness, positive habits of mind, and family engagement
- Attendance is a focus, and has a demonstrated high retention/attendance rate.
- Hits all components.
- Clear link to school day and how these programs support achievement.
- Clear data on # of students attending
- Exceeded hours required.
- Large focus on seamless design between typical school day and these programs.
- Strong collaboration.
- Staff hiring is focused on strong backgrounds in teaching, positive youth development, and those who deeply love children.
- Clear expectations around lesson planning, link to school day learning standards, course development involving community partners, and ability to gather and communicate student outcomes.
- Clear safety protocols
- Evidence of student driven voice, and choice
- Free transportation
- Appendix e presents clear outcomes and demonstrates alignment.
-

4: Program Management

Positive:

- Full time LearningWorks Director = Masters Degree in Education, licensed teacher, experience in curriculum development, supervisory, and leadership skills. Current director has been there for 5 years.
- Clear safety plan/protocol.
- Clear professional development plan.
- Programming plans are clearly based on student driven programming.
- Clear transportation plan. 35% paid for by LW and PPS
- Volunteer screening protocol.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

5: Program Evaluation

Positive:

- Demographic and standardized assessment data are gathered (using both state and local assessments). The YPQA tool is used to measure the quality of youth programs. Surveys are also used.
- Site visits from DOE are reviewed.
- Annual evaluation report is reviewed by the advisory board, and adjustments made as needed.
- Evidence of sustainability: Clear long standing collaboration, many additional valuable partnerships, clearly looking at data, and refining as needed.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$2147.51, so less than \$2600 requirement
- No fees for families
- Both partners contributing financially.
- Fundraising and private donations
- 35% of transportation covered by partners
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate
- There is a plan in place for capacity for success as demonstrated by over 10 years of past programming and collaboration with continued concentration on the advisory board, fundraising, clear messaging, staying current and building and sustaining relationships

Priority Level

- High rate of poverty
- Title Schools
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + strong focus on attendance

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- + linked to school day
- + high interest
- + flexible, variety of offerings
- + student driven
- + family involvement
- + Realistic and achievable, as evidenced by the past 10+ years

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Learning Works/Portland

DATE: 4/16/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Renewal project
- Gr. 2-5

Total # of All Students to be Served Annually:	100	
Total # of RLP Students to be Served Annually:	83	83%
Average # of Students to be Served Per Day:	60	
Average # of LP Students to be Served Per Day:	60	
Students Receiving Special Education Services:	112	?
Students who are English Learners (ELs):	352	
Total # of Parents of students to be Served:	40	

19% total population
 15% of total RLP

10 + partners- inc universities, Museum of Art

Section II- Specifications of work to be performed

1. Planning

LW & PPS with district meetings, surveys

10+ planning meetings, inc district Staff and other partner groups

2. Need

a. Cites inc. poverty, changing demographic- high need for ELL, low performance on reading/ math. No description of community resources, Title I listed.

b. Narrative briefly references extended learning opportunities, snacks and transportation; community responsive design

3. Program design

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Learning Works/Portland

DATE: 4/16/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

- 1a. Out of school programming aligned to standards, attention to ELL inc. Multiple activities listed. Description lists types of programs
- b. Cites current successful program. High 5 of retention/ attendance. Will continue best practices for family engagement
- c. SY (2.25 hrs daily) and summer meet minimums
- d. Staffing w/in expected range
2. Programming
 - a. Examples of integration (targeted individualized instruction), communication (Advisory Board) and shared resources (PD) described
 - b. Who hired? Preference for Certified educational staff. Expectations outlined, inc. linking to school day and student outcomes
 - c. First aid, Responsive Classroom, SEL
 - d. Flexible grouping, multi-modal projects, thematic projects, student/ parent voice and choice
 - e. Program design: student centered, high interest, field trips, student designed. Transportation to and from at host schools.
3. G/O (Appendix E)
Goals
 1. Academic/ School Improvement – 33% improvement year 1; ELL needs inc.
 2. Health and Wellness-recess, motor breaks, 1 physical per wk, 1 nutrition, safety act per month; Youth Leadership activities
 3. Educational Enrichment-STEM- theme based, Museum of Science, UNE Lab school: multicultural act; Literacy integration; incorporate ELL needs into daily activities
 4. Parent and family Engagement-family outreach and involvement activities, volunteer opp. Inc Advisory Board, newsletter, Adult Ed offerings, ELL support
 5. Sustainability and Collaboration- online scheduling tools, Advisory Board, messaging, website,
 6. Professional and Staff development- monthly trainings,
4. Program management
 - a. Quals, etc. ok. MS in Ed. 5+ yrs exp. LW Directors supervises LW-REE, LW-REE supervises site Coordinators. Bi-monthly meetings.
 - b. Communications at various levels, district/ school level support outlined
 - c. Mechanism for PD clear, includes coaching; weekly site team meetings; other methods for determination of effectiveness not described
 - d. Program director and LW leadership will gather, interpret and disseminate. Dissemination strategies listed.
 - e. District busses to home, to and for off-site activities.
 - f. Recruitment of volunteers, including student families, university students, HS students. Volunteer orientation.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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5. Program Evaluation
 - a. Reference to Sec. II, low performing students, YPQA performance measures, poverty/ SEL research cited, success measured by state and local assessments, data from YPAQ and other sources as well. Specific performance measures/ standards not mentioned.
 - b. Annual evaluation using YPQA, quantitative and qualitative data sources cited
 - c. Advisory Board presentation, consensus planning, PQI planning at each site. Board presentation at invitation of superintendent

Section III-Budget

1. Narrative
 - a. \$2147.51 per
 - b. \$ Support from LW and PPS (In-kind for trans.)
 - c. No fees
 - d. Local funding (LW, PPS) mentioned only
 - e. Director, staffing, programming, supplies, PD trainers, mileage, cell phones
 - f. In-kind from BSD for trans, food, occupancy expenses; from LW for admin and volunteer support
2. Budget forms
Form 004-In-kind \$76K (\$7,784 transportation-35%)
Form 008- iPads/ cart
3. Success and Sustainability
 - a. Inc. parent and partners inc. MMSA< Portland Museum of Art
 - b. Robust response. Previous programming- 10+ yrs. Sustainability efforts by LW. Incl. corporates sponsors, endowments. Detailed steps provided-inc. fund raising, other funding, messaging, community involvement
 - c. Lists provided for each partner, ongoing collaboration

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks (& Portland Public Schools)
DATE: 4/18/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Renewal Proposal:

- Lead Partner Portland Public Schools
 - Presumpscot School
 - Ocean Avenue School
- Serve 100 students grades 2-5
- Proposal includes 18 additional partners
- Presumpscot F/R rate 95.8%
- Ocean Ave School F/R rate 40.1%
- Met minimum operating requirements for school year and summer
- Proposes continuation of program with additional emphasis on Equity, SEL and ELL
- Proposal shows ample planning and collaboration = 19 hrs dedicated time
- LW has implemented 21st CCLC programming for 11 years

Need for program:

- Ocean Ave School is designated to families in shelters
- Portland poverty increased from 9.7% to 14.3%
- Poverty with children under 18 22.8%
- 57% of OA and PS students receive ELL services
- Poverty of foreign-born families is 39.6% compared to 10.7%
- In 2017 26% of opioid-induced deaths occurred in Cumberland County

Program Design:

- STEM
- Student-selected enrichment clubs
- Recreational and health-wellness

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- Serve 50 students from each school for total of 100
- 1st year LWAS-OAP served 76 RLP of 121 total students
 - Current Year 3 shows 55 RLP
 - Proposed goals to reach 75 RLB in each grant year of proposal
- Family engagement - focuses on best practices (current year shows 52 family members and 76 total students)
- Program reflects compliance with minimum operating schedule
- Staff/Student ratio 1:10
- Integration: LWAS-OAP director, site coord, and school leaders identify and develop after school program linking to daily school learning. School staff can have input as well where needed
- Frequent communications
- Shared resources, PD, TIA, space
- Hire staff with strong teaching backgrounds, positive youth development, given preference with classroom experience and state certification.
- Has strong academic plan:
 - STEM and SEL lessons
 - Link to school-day standards
 - Thematic multi-week units
 - Lessons shared electronically for ease of access and review by program and school staff
- Implement best practice emergency action plan
 - Program staff CPR/First Aid
- Utilize Responsive Classroom approach
- Students further develop SEL through opportunities for leadership, choice and collaboration
 - LWAS-OAP staff consult with school-day social worker to ensure social-emotional needs are met
- Daily program provides variety and flexibility
 - Flexible group or individual learning projects
 - Multi-modal projects
- Students and families have active voice and choice

Program Management:

- LW-OAP Director been on staff for 3 years, degree in biology, ethnobotany, and communications psychology
 - Proven experience in relationship building with school-day staff/admin
 - Tracks and reports all grant deliverables
 - LW Director of Programs support director with bi-monthly supervision meetings and ongoing leadership development
 - Director has education background with 2+ years of teaching

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- School leaders strongly advocate for 21st CCLC programming
 - Consults to ensure Comprehensive Education Plan
 - Monthly meetings
 - Review student data and progress toward goals
 - PPS provides financial support beyond min. grant requirements
 - Principals promote partnership
 - Teachers help ID, recruit, and communicate with families to encourage program participation
 - Frequent teacher check-ins with program staff
- PD approaches school wide academic trends and initiatives
 - Staff surveys and YPQA data
 - Develop 10 annual hands on training opportunities
 - Frontline staff create individual PD goals tied to program needs
 - Weekly site team meetings and reflection
- Dissemination of Information
 - Amble use of social, direct and indirect communications
 - Including school board presentations
- Transportation
 - Students transition directly from class and bussed home at no cost to families

Program Evaluation

- Based on assessment of demographic and standardized assessment data
- Performance measures in the YPQA domains
- Program design using Eric Jensens Teaching with Poverty in Maine and Responsive Classroom approach focusing on SEL
- Annually LWAS-OAP conducts evals
 - Eval team – LWAS Directors, LW Exec Director, and Director of Programs
 - Includes above and MDOE consultant site, advisory board, and school-day admin input and survey data
 - Program revisions will be visited annually based on prior year
 - Integration of evaluation is continuous process throughout the academic year

Budget Proposal

- LWAS is free to families
- First year funding is \$167,050
 - LW contribute \$9,000 from fundraising/private donations
 - PPS will contribute \$25,700 from local funds

**STATE OF MAINE
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- In-kind:
 - LW \$4,176.25 admin
 - PPS \$33,231.60 food
 - PPS \$1,296 heat
 - PPS \$6,868.80 maint
 - PPS \$14,640 + \$800 occupancy expenses
 - LW \$1,802.40 salaries
 - PPS \$10,892 transportation
 - Portland Museum of Art \$1,000 subcontracts
 - 317 Main \$1,170 subcontracts
 - Portland Community Squash \$3,000 subcontracts
- CCLC Budget
 - Personnel Expenses - \$132,026
 - Equipment - \$7,800
 - Transportation - \$20,228
 - Other - \$6,996

Success & Sustainability

- Has strong local community partners with 10 years of track record
- Advisory board meets regularly and works in conjunction with agency board to develop and implement sustainability plan
- Constantly developing and implementing plans to diversify funding to build long term sustainability
- In last 4 years
 - Grown development committee
 - Implemented new individual donor fundraising model
 - Id long term goals to work toward endowment campaign
 - Held successful series of fundraising tours, events, and breakfast hours

Program Goals and Outcomes

- Goal 1: year 1 shows robust increase of 13 – 33 % increase with 3% increase annually there after
- Goal 2: proposal appears adequate in activity goals and frequency or length of activity
 - No safety education or prevention programming
- Goal 3: shows integration of ELL into daily activities with average of 23.8% dedicated total annual time to ELL
 - No community service and service learning, multicultural education, literacy, mentoring or college prep strategies

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks (& Portland Public Schools)
DATE: 4/18/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

- Other activities seem reasonable in frequency and dedicated time
- Goal 4: host 4 family involvement nights annually at each site for total of 8
 - Host 2 parent ed opportunities
 - Parent participation of 20 unduplicated parents/caregivers at each site
 - All parent participation goals seem reasonable compared to current parent participation rates
 - Distribute monthly calendars
- Goal 5: 10 advisory board members, 7 attending 3 or more meetings annually
 - Updated social and media websites
 - 2 press releases, 2 public presentations, and 2 program newsletters
 - 7-10 active partners
 - At least \$9,000 per year contribution from fundraising and \$25,700 match from school department
- Goal 6: 10 PD opportunities per year with 100% staff completing 10 PD offerings
 - 12 meetings a year (6 per site) with afterschool staff and school-day personnel
 - 60% participation rate of staff meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Portland Public Schools
DATE: 4.28.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Meets free/reduced lunch requirements
Program goals clearly outlined
Program hour requirements met
LP student numbers noted
Community need stated
Program description highlight goals and application
Previous goals and engagement included and success noted
Communication and shared resources between staff and school staff outlined
Experienced, long-term director currently in place
An annual evaluation process is in place
Funding requirements are met/no fees
Goals are well defined; percentage of staff attending meetings is low

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks and Portland Public Schools
DATE: April 20, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.

INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	Renewal Bidder: Learning Works Lead Partner: Portland Public Schools Site 1: Presumpscot School Site 2: Ocean Avenue School \$167,050	
Appendix C Proposal Content	<p>Section I- General Information</p> <p>a. <u>Abstract-</u> Learning Works (LW) partners with Portland Public Schools to enhance learning opportunities for low-performing students for after school and summer programming.</p> <p>b. <u>Program Demographics-</u> 100 students to be served, 75 of which are RLP students with an average of 60 to be served daily.</p> <p>c. <u>Partners-</u> An extensive list to serve a diverse needs group of students. There is a list of resources to be provided by each partner.</p> <p>Section II- Specifications of Work to be Performed</p> <p>1. Planning</p> <p>a. <u>Planning Process-</u> LW and PPS staff analyzed standardized assessments and current LW after school programming.</p>	

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks and Portland Public Schools
DATE: April 20, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>b. <u>Face-to-Face Meetings</u>- Extensive meetings with thoughtful planning (with title information).</p> <p>2. Need for Program</p> <p>a. <u>Community Needs</u>- Urban communities with a plethora of diversity and ELL education happening. There is currently no after school extension programming of either site. Research was given on the correlation between poverty and low- achievement.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families</u>- Free on-site programming that includes transportation that will provide academic and social/emotional enrichment opportunities with snacks to build on what site students need at this time.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities</u>- An extensive list of detailed examples of what Learning Works provides to enhance education for low-performing students with outcome goals for the examples.</p> <p>b. <u>Number of students</u>- PS- 50 total students- 38 are RLP OAS- 50 total student- 37 are RLP</p> <p>c. <u>Operations Schedule</u> <u>School Year</u>- 2 ¼ hours per day- 4 days per week- 30 weeks a year- 120 days per year and 270 hours per year. <u>Summer</u>-4 hours per day- 4 days per week- 6 weeks a year- 24 days per year and 96 hours per year.</p> <p>d. <u>Staffing Ratios</u>- <u>School Year and Summer</u>-Enrichment and Recreational align with Appendix H guideline.</p>	
		Academic 1:10 (Appendix H-1:8 at most)

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

	<p>2. Elements of High-Quality Programming</p> <p><u>a. Linkage to School Day- Integration</u> (director, site coordinators, and school leaders lead programming) Communication (Among the advisory board, program staff and school staff), and Shared Resources (professional development)</p> <p><u>b. Strong Instructional Leadership-</u> District and school level content specialist meet to ensure LWAS program learning targets are aligned to standards. Thematic multi-week units.</p> <p><u>c. Safe Environment-</u> LW provides a safe environment with policies and procedures in place with staff access to safety and emergency trainings. LW also uses a Responsive Classroom approach to social-emotional learning for kids.</p> <p><u>d. Student Driven Programming-</u> Student interest and needs-flexible groups, experimental learning projects, multi-modal projects, support, voice and choice, with club options.</p> <p><u>e. Regular Attendees-</u> A balance of academic support and high-interest activities with multiple motor breaks in their home school with free transportation home at the end of the day.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management</p> <p><u>a. Program Leadership-</u> The director is a current employee of 3 years with extensive experience and expertise. Two site coordinators with 2+ years of teaching.</p> <p><u>b. School Leadership Support-</u> Principals, teachers, Program staff</p> <p><u>c. Staff and Professional Development-</u> PD according to current research is training topics including pedagogy, content</p>	<p>Curious to what this will look like if there isn't more of a focus in the app for communication with classroom teachers.</p>
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks and Portland Public Schools
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EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>knowledge (literacy, STEM), social-emotional learning, cultural competency and sensitivity, and positive youth development.</p> <p><u>d. Communication-</u> Parent and students surveys, YPQA, observations, DOE performance reports, enrollment data, and daily academic and enrichment activities to name a few.</p> <p><u>e. Transportation-</u> Designated classrooms in each of the schools after school. Transportation home via school buses.</p> <p><u>f. Volunteers-</u> To lower student-staff ratios from student families, the high schools, and local universities.</p> <p>5. Program Evaluation</p> <p><u>a. "Measures of Effectiveness"-</u> The "LWAS program design is grounded in evidence-based research responding to the needs of low-performing students in high-poverty communities", and academic assessments such as NWEA , Fountas & Pinnell, and MEA analyzed for program effectiveness.</p> <p><u>b. Periodic Evaluation-</u> YPQA observation, MDOE consultant site visit, Advisory Board and school admin. Input.</p> <p><u>c. Evaluation used to improve program-</u> Summer or early school year evaluation report is presented to the advisory board then a plan is developed for the upcoming year.</p> <p>Section III-Budget Proposal</p> <p>1. Budget Narrative- Personnel time and student transportation (summer transportation is here- to and from) are the most significant budget items. Students served at a cost of \$2,227. Fundraising/private donation- \$9,000 and PPS- \$25,700 from local funds and in-kind donations.</p> <p>2. Budget Forms- In-kind: Administration, Food, Heat, Maintenance, Occupancy, Salary and wages, student transportation, and subcontracts.</p>	<p>What about summer transportation?</p> <p>Qualifications? Background checks? Orientation?</p>
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks and Portland Public Schools
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EVALUATOR DEPT: Department of Education

	<p>3. Capacity of Success and Sustainability</p> <p><u>a. Advisory Board-</u> Positions and affiliations</p> <p><u>b. Sustainability Plan-</u> 10 years of successful out-of-school time programming for LW. Rely on fundraising, endowment campaigns, and communication with the community.</p> <p><u>c. Roles and Commitments of Key Partners-</u> Clear and concise list of partners and their responsibilities.</p>	
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement-</u> Percentages for math, reading, and science with clear and concise examples (program already in place at other sites), social-emotional learning, homework help, and enrichment clubs.</p> <p><u>Goal 2- Health and Wellness-</u> yoga, basketball, swimming, ice skating, soccer, squash, dance, walking, martial arts, STEM units, motor breaks, cooking, and nutrition education classes.</p> <p><u>Goal 3- Educational Enrichment-</u> STEM two days a week, student interest groups, ELL support and engagement, field trips, visual and performing arts,</p> <p><u>Goal 4-Parent Education and Family Engagement-</u> Parents and guardians have the opportunity to volunteer, visit and contribute to the program. LW will have 4 family events a year, communication methods are in place, continue work with community partners, and share information.</p> <p><u>Goal 5- Sustainability and Collaboration-</u> Continue work with community partners and share information of program success,</p> <p><u>Goal 6- Professional and Staff Development-</u> Orientation and mandatory professional development that has the opportunity to be staff driven through differentiation.</p>	

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks and Portland Public Schools
DATE: April 20, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

Detailed, Program director in place and a positive working relationship with Learning Works and other school based sites.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks (& RSU 57)
DATE: 4/16/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Renewal Proposal:

- Lead Partner RSU 57 and Waterboro Elementary School
- Serve 80 students grades 2-5
- Proposal includes 7 additional partners
- WES F/R rate 43.5%
- Met minimum operating requirements for school year and summer
- Proposes continuation of program with additional emphasis on SEL and increased focus on literacy
- Proposal shows ample planning and collaboration = 23.5 hrs dedicated time
- LW has implemented 21st CCLC programming for 11 years

Need for program:

- Unemployment rate in area is 18% (state avg is 3.8%)
- Job growth rate 0.1%
- No public transportation
- 50.5% WES students perform below/well below ELA, 57.6% in Math, and 38.6% in Science
- 23% chronic absenteeism
- RSU 57's HS grad rate 84% in 2017-18
- Limited afterschool opportunities without 21st CCLC

Program Design:

- Maximize learning time, reinforce classroom learning, promote youth leadership, and improve student academic achievement
 - STEAM
 - Student-selected enrichment clubs
 - Recreational/Health & Wellness Activities

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
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BIDDER NAME: LearningWorks (& RSU 57)
DATE: 4/16/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

- As of March 2020 served 48 RLP students
 - Proposal to meet or exceed its yearly RLP goal of 77 students
- Developed referral pathways
 - LWAS is regarded as one of WES's robust academic intervention program
- Family participation rate is 75%
 - Implement best practice in parent engagement
- Staff:Student Ratios: homework 1:8; enrichment 1:10, and recreational 1:15
- Hired staff with experience in youth development and expertise in LA & STEM as teachers or ED Techs
- Proposes strong academic support aligned to National Standards
 - Multi-week units
 - STEAM, literacy, multicultural, and art components
 - All plans developed collaboratively and reviewed for feedback
- Has plans for emergency action plans
 - All staff undergo CPR/First Aid
- Utilize Responsive Classroom approach
- Proposes schedule of variety and flexibility
 - Flexible groups or individual learning projects
 - Multi-modal projects
 - Thematic academic projects
 - Clubs based on student interest/needs
- Proposal emphasis student and family has active voice and choice
- Promote program as intervention for chronic absenteeism

Program Management

- Proposes strong leadership with a Director that has prior experience, working FT
 - 2018 National Afterschool Association Leader
- Regular meetings and check-ins regarding programming
 - Address WES's School Improvement Plan
 - Proposal shows good expectations for school and LWAS administration to be involved
- PD reflects school-wide priorities, staff surveys, YPQA data, and align with NAA Core Knowledge and Competencies standards.
 - LW offers live online training sessions provided by partner MMSA
- Dissemination of information
 - Ample outlets; direct and indirect
- Transportation will be provided by RSU 57 with 35% in-kind donation of total costs

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Volunteers – has good process for vetting and onboarding

Program Evaluation:

- Assessment of demographics and standardized testing data
- Annual assessment of performance-based measures of YPQA domains
- Indicates annual eval with stakeholders from LWAS, LW and Director of Programs
- Program revisions will be visited annually based on prior year
- Integration of evaluation is continuous process throughout the academic year

Budget Proposal

- LWAS is free to students
- RLP budget less than \$2,000 per student
- Total first year funding is \$147,643
 - LWAS if must impose fees, will develop sliding scale; but not prohibit participation
 - LW contribute \$14,000 from fundraising and private donations
 - RSU contribute \$14,000
 - WES \$1,800
 - In-kind:
 - LW \$7,000 admin
 - RSU 57 \$5,004 food service
 - RSU 57 \$21,600 occupancy expense
 - RSU 57 \$10,500 student transportation
 - CCLC Budget
 - Personnel Expenses - \$109,633.11
 - Equipment - \$5,300
 - Transportation - \$19,500
 - Other - \$13,209.89

Success & Sustainability

- Financial support from partner schools for 10% of original grant award not current
- Strong corporate sponsorship & foundation grant writing programs
 - Brought in \$200,000 in additional funding for LWAS in last 2 years
- Will do:
 - Fundraising
 - Endowment campaign

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks (& RSU 57)
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EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

- Refresh branding
- Widen community reach
- Stronger corporate ties
- Local foundations
- Improve special events
- Evolve individual giving program
- Explore income generating strategies

Program Goals and Outcomes

- Goal 1: Year 1 shows substantial growth and then 3% growth over years 2, 3, and 4
- Goal 2: proposal appears adequate and appropriate for participation and frequency
 - No proposed strategies for youth leadership and prevention programming
- Goal 3: shows adequate outcomes for the proposed strategies
 - No proposed strategies for ELL, Community Service and Service Learning, or multicultural education
 - No mentoring or college prep – seems reasonable
 - Literacy is proposed in daily activities for an annual total of 30 hours
 - Equates to 8.9% of total annual time
 - Physical and STEM is getting twice that annually
- Goal 4: 10-11 monthly calendars/newsletters
 - 2 Family Nights, 2 parent advisory board members, 3 learning celebrations
 - Shows reasonable and fair parent participation goals
- Goal 5: 10 advisory board members, 6 attending 3 or more meetings each year
 - Goal to have 5 active partners a year
 - Fundraise 5%
- Goal 6: 2 hrs/mo PD provided to each staff with 75% participation who attend 95% or more
 - Weekly staff meetings
 - 8 admin meetings/year

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 57/MSAD 57
DATE: 4.28.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Meets free/reduced lunch requirements
Program outlined with clear focus areas
Meets program hours requirements
LP student numbers noted
Community need stated
Program description highlights grant goals
Meeting/exceeding goals in current grant cycle outlined
Communication between program staff and school staff
Long-term, experienced program director in place
An annual evaluation process is utilized
Program meets financial requirements/no current fees but if the program put a fee in place in the funding cycle it would be a sliding scale fee structure
Proposed sustainability includes diverse fundraising strategies, an endowment campaign, and strengthening community partnerships
Goals are achievable yet challenging

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: LearningWorks and RSU 57
DATE: April 26, 2020- Finish up April 28, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	Renewal Bidder: Learning Works Lead Partner: RSU 57 Site 1- Waterboro Elementary School \$147, 643	Do grant recipients do a progress report?
Appendix C Proposal Content	<p>Section I- General Information</p> <ul style="list-style-type: none"> a. <u>Abstract-</u> Continue funding for the current program b. <u>Program Demographics-</u> 80 students to be served 77 of which are RLP. c. <u>Partners-</u> Maine Math and Science Alliance, AfterSchool Coaching for Reflective Educators in STEM, United Way of York County, Lets Go 5210, UMaine Cooperative Extension, University of New England, Waterboro Public Library. <p>Section II- Specifications of Work to be Performed</p> <ul style="list-style-type: none"> 1. Planning <ul style="list-style-type: none"> a. <u>Planning Process-</u> RSU 57 staff analyzed standardized assessments to analyze the current LWAS program and to discover the needs for furthering eh the program. The new programming will emphasize SEL and literacy. 	

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

	<p>b. <u>Face-to-Face Meetings</u>- Extensive meetings</p> <p>2. Need for Program</p> <p>a. <u>Community Needs</u>- There has been an increase of community needs: working family commutes, single parent households, and a decrease in employment opportunities. There is an after school program that does not fit the needs of low-performing children or low-income families who experience trauma and stress.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families</u>- Academic support, school day integration, enrichment activities, education space, and transportation.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities</u>- activities to strengthen “critical thinking, communication, collaboration, creativity, vocabulary, & scientific writing using the Engineering Design Process.”</p> <p>b. <u>Number of students</u>- 80 students- 77 are RLP children, average daily will be 50 children.</p> <p>c. <u>Operations Schedule</u> <u>School Year</u> – 2 hours per day, 4 days per week, 30 wks per year, 120 days per and 240 hours per year. <u>Summer</u>-4 hours per day, 4 days per week, 6 wks per year, 24 days per and 96 hours per year.</p> <p>d. <u>Staffing Ratios</u> <u>School Year</u>- <u>Summer</u>- Higher end of expectations</p> <p>2. Elements of High-Quality Programming</p> <p>a. <u>Linkage to School Day</u>- WES teachers provide information to LW staff and have an open line of communication.</p>	
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INDIVIDUAL EVALUATION NOTES**

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EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p><u>b. Strong Instructional Leadership</u>- Staff qualified in curriculum planning and implementing.</p> <p><u>c. Safe Environment</u>- Responsive Classroom approach as an established partner with success and a focus on research.</p> <p><u>d. Student Driven Programming</u>- Flexible grouping, strategies in overcoming fear of failure, active voice and choice, student surveys,</p> <p><u>e. Regular Attendees</u>- Programing is at the school, predictable scheduling, student choice, and positive family outreach.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management-</p> <p><u>a. Program Leadership</u>- Program director is also the site coordinator (a Learning Works employee) who has been employed for five years with the organization.</p> <p><u>b. School Leadership Support</u>- The above director regularly meets and communicatees with school personnel- administration and teachers.</p> <p><u>c. Staff and Professional Development</u>- PD is formed through staff input in surveys and school priorities in person and online.</p> <p><u>d. Communication</u>- With and among all stakeholders.</p> <p><u>e. Transportation</u>- Students are transported home at the programs end during the school year. To and from during summer sessions and for all field trips.</p> <p><u>f. Volunteers</u>- Volunteers come from students families, high school/universities and through partnership with United Way Volunteer Readers Project.</p> <p>5. Program Evaluation</p>	
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: LearningWorks and RSU 57
DATE: April 26, 2020- Finish up April 28, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p><u>a. "Measures of Effectiveness"</u>- Domains of the YPQA: safe environment, supportive environment, interaction, and engagement.</p> <p><u>b. Periodic Evaluation</u>- YPQA observation, MDOE consultant site visit, advisory board and school day administration input, site visits, and review of data.</p> <p><u>c. Evaluation used to improve program</u>- Via a Program Quality Improvement Plan that is developed with an excess of data. The development of annual goals are a result of this work.</p> <p>Section III-Budget Proposal</p> <p>1. Budget Narrative- Total request- \$147,643 with \$1,917 as the cost per student. LWAS-WES is free to families.</p> <p>2. Budget Forms- In-kind: Administration, food, occupancy expense, and student transportation. To purchase- iPad minis, iPad mini accessories, and Lego packs.</p> <p>3. Capacity of Success and Sustainability</p> <p><u>a. Advisory Board</u>- RSU 57 staff as well as a parent and grandparent.</p> <p><u>b. Sustainability Plan</u>- LW has been in existence for 11 years as is dedicated to supporting low-performing children and has many avenues for raising/acquiring monies to fund this effort.</p> <p><u>c. Roles and Commitments of Key Partners</u>- RSU 57: Classrooms, 35% of transportation, administration and facility participation , advisory board participation, help with communication, time for staff to attend to data and student needs, PD, maintenances, heat, utilities, staff meetings.</p> <p>Learning Works: Hire, train, supervise and coach staff to maintain high quality program, provide all programming to students, manage all program implementation and reporting requirements,</p>	
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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DATE: April 26, 2020- Finish up April 28, 2020
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EVALUATOR DEPT: Department of Education

	<p>seek supplementary funding sources for additional resources and training as needed, and develop partnerships with local area organizations to enhance programming.</p>	
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement-</u> Math: coach/specialist, target data, vocabulary, student choice, staff PD, games, STEM themes, and hands-on. Behavior: consistency, Responsive Classroom, PBIS and other social-emotional strategies. No Homework but learning extensions.</p> <p><u>Goal 2- Health and Wellness-</u> yoga, dance, walking soccer, and martial arts (not a complete list but examples), motor breaks, GoNoodle, healthy eating, cooking classes, Let's Go, 5-2-1-0, and multi-cultural cooking.</p> <p><u>Goal 3- Educational Enrichment-</u> Boston Museum of Science, engineering in elementary curriculum, field trips, science, literacy, community partners, and cultural community leaders.</p> <p><u>Goal 4-Parent Education and Family Engagement-</u> Offer times to visit, volunteer, and contribute to the program, list of communication outreach, parent feedback (surveys and focus groups),</p> <p><u>Goal 5- Sustainability and Collaboration-</u> RSU 57 and Learning Works partnership and ability to research and reach out.</p> <p><u>Goal 6- Professional and Staff Development-</u> 2-hour training every month, school district PD, differentiated to student needs, staff choice in PD, and staff meetings.</p>	

A renewal application to continue the quality afterschool care that is taking place.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Lewiston School Department
DATE: 4.14.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Renewal
- Positive
 - o Strong evidence of data from reputable sources that indicates significant need relative to academic scores, ELL rates, prohibitive behaviors.
 - o Student engagement
 - Clearly articulated linkages to school day and student interest.
 - o Family Engagement
 - Plans to survey families
 - o Use of validated program quality assessment tool.
 - o Seeking to serve double the number of students.
 - o Sustainability plan indicates forward thinking and engagement of the Lewiston School Board in continuing the afterschool programming.
 - o Goals focus on low-performing students meeting academic standards and engaging families.
- Negative
 - o Some questions do not appear fully answered.
 - 4.a: Does not address fit into existing structure, and characteristics of the Program Director.
 - 4.b: Does not address improving educational outcomes for students.
 - 5.b: Answers the question of data will be gathered but does not address how that data will be used to assess the program.
- Questionable
 - o ELL
 - Application indicates high numbers of ELL students (and presumably families) but does not indicate a plan for interpreting or translating with families.
 - Proposal indicates strong needs around ELL students but no specific components of the programming that will address these needs.
 - NO goals of the application reference attainment targets for ELL students.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Lewiston School Department
DATE: 4.14.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: Department of Education

- Budget indicates that there are funds from “Existing 21st Century grants” included in the budget; I’m not clear what this means; are they able to carry over funds from a current grant? The current RFP indicated carryover could not occur.
 - Transportation costs at 35% provided by the LEA is not clear in the budget tables; budget narrative is more clear, “ 21st Century funds will support \$20,000 in funding for our Lewiston High School after school bus, while Title I funding will provide an additional \$16,000 in funding for our Lewiston Middle School after school bus as well as summer program buses.”
 - Budget includes 20,000 in small grants not yet secured.
 - The proposal narrative indicates snacks are served but no costs for food or in-kind for food is provided in the budget.
- Interesting
- High ELL population.
 - Goals
 - To grow advisory board include expansion including engagement of student members and local government.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Lewiston School Department
DATE: 4/13/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Renewal

Bidder and Lead Partner: Lewiston School Department and Bates College (Harward Center)

Program sites: Lewiston High School 99.4% Free and Reduced, Lewiston Middle School 99.5% Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Abstract includes thorough description of how funds were used in the past successfully implementing academic support, enrichment opportunities, career skills, community service and leadership opportunities.
- Targeted 160 low performing students in past
- #of students to be served = 200 # of RLP students annually = 150

Interesting:

- Additional partners providing advisory support, volunteers, and in-kind support, are 4H/ UMaine Cooperative Extension, L/A Arts, Lewiston Public Library, Maine Community Integration, St. Mary's Nutrition Center, the Telling Room, and Tree Street Youth Center.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Lewiston School Department
DATE: 4/13/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Continuation of program (renewal)
- Their 21st Century Director drafted the proposal, met with multiple stakeholders: building administrators, site coordinators, district admin, and several community partners, gathered feedback, then submitted final proposal.
- Evidence of multiple partnerships and collaborative planning/reflection.

Interesting:

- 6.5 hours of initial planning meetings and 25 writing grant draft and final proposal.
-

2: Need for Program

Positive:

- Addressed need with data. 59% of students at Lewiston High School and 72.2% of students at Lewiston Middle School are performing below expectations in Literacy. In Math, 80.7% of students at Lewiston High School and 86.6% of students at Lewiston Middle School are performing below expectations (state data).
- MIYHS data indicates strong need for pro social opportunities (clubs, activities, community service)
- Plan includes the continuation of providing academic, enrichment and leadership opportunities to those most in need after school and during the summer.
- Teacher survey confirmed on average, students made significant gains in academics and engagement.

Interesting:

- 27.4 % of Lewiston students are English Language Learners.
- High percentage of generational poverty

Negative:

- No mention of gathering student or parent feedback (but is addressed in program evaluation section)

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- After school = 1 hour of homework help/tutoring and 1 hour of enrichment/leadership 4 days/week
- Summer = 5 weeks of math and literacy classes, enrichment programming, leadership/internship opportunities
- Exceeds target as 150 RLP students served
- Clear link to school day. Program works closely with the schools.
- Staff hired from the schools. Highly qualified in academic and ability to connect/engage students.
- Academic focus is on standards that need additional review identified by classroom teachers
- Feedback on outcomes and what areas to target is also collected from staff and students
- Student choice in enrichment activities
- Safety protocols in place
- Attendance is supported by providing transportation, school year snacks, summer meals, building relationships, and follow up phone calls if a student is absent.
- Meets school year operating hours

Negative:

- Summer hours = 5 weeks, 80 hours, minimum is 6 weeks, 90 hours
- No mention of family programming

4: Program Management

Positive:

- Director = certified teacher w/ Master's Degree in Education. Experience in teaching and program management.
- Site leaders and assistants = certified teachers and ed techs
- Staff and program are visited by School Principals and Chief Academic Officer, and Superintendent who evaluate and offer feedback
- Clear safety plan/protocol.
- Clear professional development plan.
- Programming plans are clearly communicated
- Clear transportation plan.
- Clear connection with both partners (Lewiston Schools and Bates College)

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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Negative:

- No mention of attendance
- No direct mention of volunteer screening

5: Program Evaluation

Positive:

- Large use of data collection to determine program success and needs. Both academic and social emotional data gathered. Data gathered from students, families, and classroom teachers. Surveys, formal assessments and informal assessments.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate – Improve
- Professional development (monthly) is aligned to improvement areas identified.

Negative:

- Evidence of sustainability wasn't apparent in this section, but there is strong evidence in budget section. (advisory board meetings, fundraising, community partnerships etc)

Section III Budget

Positive:

- Lewiston schools are paying more than 35% in transportation
- Lewiston schools have "skin" in the game (paying for portion of materials, space, transportation, admin)
- State and municipal local funding and additional small grants
- Items align very well to activities documented in appendix E
- Title One funds being used
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- There is a strong plan in place for capacity for success. They have support from the school committee of potentially absorbing some of the cost, but enrollment needs continue to increase.

Interesting:

- There is mention of monthly family engagement activities in program goals and outcomes template, but I didn't see it mentioned, or described in the previous sections.

Negative:

- I did not find mention of a sliding scale, or if cost per student is less than \$2600

Priority Level

- High rate of poverty
- Title One Funded
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - - family involvement *Did not find mention of this other than in budget section
 - + Realistic and achievable, as evidenced by the past grant implementation

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Lewiston/ Bates College

DATE: 4/21/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Renewal project
- MS & HS
- Homework help, community service projects, leadership
- Collaboration with Bates College

Total # of All Students to be Served Annually:	200	
Total # of RLP Students to be Served Annually:	150	75%
Average # of Students to be Served Per Day:	100	
Average # of LP Students to be Served Per Day:	100	
Students Receiving Special Education Services:	50	25%
Students who are English Learners (ELs):	85	
Total # of Parents of students to be Served:	100	

8% total population
 5% of total RLP

7 partners- inc Tree Street Youth Center

Section II- Specifications of work to be performed

1. Planning

9 planning meetings, inc ed. Staff and other groups

2. Need

- a. High % generational poverty, low performance on stte assessments, MIYHS -high % experiencing prohibited behaviors
- b. Academic support, enrichment, leadership opp, provides a place other than home

3. Program design

1a. after school/summer- 2 sites

Homework/ academic help, enrichment and leadership programming

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Lewiston/ Bates College

DATE: 4/21/2020
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EVALUATOR DEPT: Department of Education

- b. Previous attendance decreased, but steady; planning for 150. Many still participating via Zoom
 - c. SY/summer operation- meets minimums
 - d. Staff meets
2. Programming
- a. Collaboration with school day staff; coordination with standards; use of engaging topics inc. CSI
 - b. Who hired? HQ school day staff. Expectations for linking to gr. Level standards.
 - c. Physical safety clear; emotional safety not specifically addressed
 - d. Voice and choice. Tutoring and enrichment. Various options provided. HS inc. leadership programming
 - e. Transportation provided. Barriers explored and addressed. Positive relationships. Not as much about offerings.
3. G/O (Appendix E)
- Goals
- 1. Academic/ School Improvement – 35% improvement year 1; No mention of ELL support w/in strategies; limited descriptions
 - 2. Health and Wellness-Physical Ed, Nutrition, Youth Leadership opportunities
 - 3. Educational Enrichment-STEM, Literacy, VPA; limited strategies shared
 - 4. Parent and family Engagement-12 monthly events or 1 event monthly?: % provided for #
 - 5. Sustainability and Collaboration- Advisory Board,
 - 6. Professional and Staff development- monthly PD
4. Program management
- a. Quals, etc. ok. MS in Ed. Serves on school leadership team
 - b. Communications at various levels, district support
 - c. Monthly PD on various topics inc. curric., Restorative Practice; method for determination of effectiveness not described
 - d. No details about gathering and interpretation. Disseminations info provided through various means. Office space at each school.
 - e. Busses provided; other safety measures not outlined.
 - f. Volunteers from Bates, parents/ community members invited to participate; training provided. Description of use not provided.
5. Program Evaluation
- a. Academic/ affective data sources listed, YPQA measures, grade level standards, monthly PD. Specific details not provided
 - b. Test result 2x year, PQA, SAYO, monthly observations
 - c. Staff review of eval results, monthly presentations via newsletters and public presentations. Minimal description.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

Section III-Budget

1. Narrative
 - a. No amount provided
 - b. References district and Federal funding
 - c. Not addressed
 - d. Title I, projected small grants
 - e. Staff, sub-contracts for programming, PD and family events, supplies, trans. \$16K
 - f. \$129K from LSD, not explicitly listed as in-kind. Other in-kind \$ not listed (Bates)

2. Budget forms

Form 004-Use of current 21CCLC funds? ; In-kind \$82K (\$16K transportation)
Form 011- \$20K other travel (transportation?)

3. Success and Sustainability
 - a. Inc. partners; no parents, no students
 - b. Recommend absorption into school budget, explore outside grants and fundraising, work with Bates. Specific plan not clearly provided.
 - c. List of partners and services provided. Description of planning involvement not provided.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 1
DATE: 4.23.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o New
- Positive
 - o Proposal indicates significant need for programming citing evidence of academic performance, student attendance, low-income population.
 - o Clearly articulated links between school day learning, preference for school staff, and instructional practices.
 - o Evidence of planning around student interest and choice as evidenced by collaborative planning, varied content.
 - o Evaluation plan indicates thoughtful consideration for understanding program successes:
 - Use of external program evaluator.
 - Ongoing evaluation (quarterly + annual)
 - o Proposal has a theme of mentoring, teambuilding.
 - o Significant show of community engagement.
 - In-kind amounts
 - o Budget
 - In-kind totaling 66% of grant.
 - o Success and sustainability plan indicates successful partnerships with potential future funders and some successful development efforts in the past. Diverse engagement in funding from foundations, local towns, school district, private revenues.
 - o Goals indicate targeting low performing students to meet academic standards, supporting families and youth with factors for being at risk, and engaging families in the program.
- Negative
- Questionable
 - o Proposal indicates there will be no transportation provided by the LEA nor required because most students live within walking distance; parents will transport or students will work. An agreement with a taxi service exists for students who may need transportation.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 1
DATE: 4.23.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: Department of Education

- Is this an issue with the RFP's requirement that the LEA provide no less than 35% of transportation costs?
 - The chosen transportation services has experience transporting homeless youth, but is this considered safe and adequate transportation?
- Interesting
- Expanding an existing program to add an academic component.
 - Program proposes to leverage an available and underutilized community resource (skate park and teen center) to provide programming.
 - Homework Diners for parental engagement.
 - Goals are clearly based off of baseline data (i.e. reducing % of low performing students by 10%)
 - What is the baseline data?

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Midcoast Community Alliance
DATE: April 20, 2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

New Proposal

Bidder and Lead Partner: Midcoast Community Alliance and RSU 01

Program site: Bath Youth Meetinghouse and Skate park

Feeder school: Bath Middle School 13.6% Free and Reduced Lunch *Below (in needs, it states 45.97%)

Appendix C:

Section I: General Information

Positive:

- Targeting 70 Bath middle school students to offer much needed after school and summer academic support, physical and social – emotional wellness. Youth leadership and mentoring opportunities
- Evidence of student choice in enrichment (Science, Technology, Engineering and Mathematics) offerings and access to visual and performing arts.
- Recreational activities, including mindfulness and yoga
- Adult education programs
- Exceed school year and summer hours requirements
- Total RLP students served annually = 60
- Average LP students served per day = 45
- Complete

Interesting:

- Support/collaborative with Midcoast Hospital

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Midcoast Community Alliance
DATE: April 20, 2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Met with multiple stakeholders: Midcoast Community Alliance Director, superintendent, assistant superintendent, teachers, social worker. This group became the Afterschool Advisory Committee.
- Evidence of multiple partnerships.
- Evidence of connection with Bath Middle School staff and programming.
- Clear game plan.

Interesting:

- Wrote a proposal last year, but were not chosen. This year, decided to target one school, vs. three and narrowed focus.
- 7 hours of initial planning meetings between the Afterschool Advisory Committee, followed by continued virtual meetings and work due to COVID -19.

Negative:

- Did not see mention of parent involvement in planning meetings/advisory committee

2: Need for Program

Positive:

- MCA was formed in 2016 in response to growing number of suicides
- Addressed need with data.
 - Sagadahoc County has some of the highest rates of suicide ideation, depression and anxiety in Maine.
 - Diverse population of both wealthy and poverty. Both rural and condensed downtown apartment areas.
 - Afterschool programs at the skate park are currently understaffed with a ratio of 40-1. When they added more staff and resources (free activities, tutoring, access to free food, clothing, toiletries, and youth outreach support), attendance nearly doubled.
 - 77 students spent at least 30 days utilizing program, of those 60 were low-performing
 - 45.97% free and reduced lunch at Bath Middle School
 - 70% low performing in math or literacy
 - Graduation rate is below the state average

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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BIDDER NAME: Midcoast Community Alliance
DATE: April 20, 2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

- Sagadahoc County had higher rate than most counties in referrals to youth justice system
- Plan includes multiple targeted areas: academic needs of students who are low performing, failing or at risk of failing and enhance their educational, emotional, physical development and building relationships.

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Support from local partnerships
- Combination of physical, social emotional, recreation, hands on learning opportunities, and multiple opportunities for parent and family learning and support.
- Average of 70 students of those, 60 RLP and 40 LP students served per day
- Attendance is tracked, and is high. With adding additional staff, they've seen an increase in attendance
- Opportunities offered are based on student feedback.
- Hits all components. * This grant would allow hiring of teachers to support academics, which is an area that is currently understaffed.
- Demonstrate desire to link to school day to better support achievement by hiring teachers from BMS.
- Strong history of enrollment and family participation.
- Exceeded hours required.
- Staff to student ratios are correct.
- Focus on seamless design between typical school day and academic programming by working with the Response to Intervention interventionists within the school to help design afterschool/summer academic support.
- Strong collaboration.
- Academic programming based on local assessment data and researched based intervention programs.
- Safety plans and screenings in place
- Appendix e presents clear outcomes and demonstrates alignment.

4: Program Management

Positive:

- Director = Bachelors degree with 5+ years education, youth or program development, collaboration, organization, grant writing, ability to promote and maintain partnerships
- Professional development offered through BMS literacy and math coaches, Search Institute, and Mid Coast Hospital

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Midcoast Community Alliance
DATE: April 20, 2020
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EVALUATOR DEPT: Department of Education

- Clear safety plan/protocol.
- Programming plans are clearly based on student driven programming and demonstrated need
- Clear transportation plan. Most are within 5 minutes walking distance. Parent transportation and unique taxi service offered by a retired school social worker
- Volunteers, able to pull from multiple areas.

5: Program Evaluation

Positive:

- External program evaluator, Dr. Bill Nave, Data will be gathered and reviewed quarterly, and programs will be adjusted accordingly.
 - Observations, family outreach activities, professional development feedback, interviewing program staff
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$2,448.89, so less than \$2600 requirement
- Request is for \$146,933.72
- Partners in kind donations cover \$289.627.24 (includes all transportation costs)
- No cost to families
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate
- There is a plan in place for capacity for success.
 - Midcoast Community Alliance has garnered diverse community support over the past 3.5 years, earning 13 awards, including the 2019 Difference Make of the Year award from New England Patriots Foundation. Through the required community announcement of the 21st CCLC grant opportunity, the community support has rapidly expanded, as individuals and organizations excitedly discussed future possibilities.
 - Existing relationships between MCA, RSU1, and Mid Coast Hospital have been continually strengthened through collaboration to meet youth needs.
 - Continued work on securing additional grants and additional community partnerships.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Midcoast Community Alliance
DATE: April 20, 2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Priority Level

- High rate of poverty. Diverse community of both wealth, poverty, rural and congested
- High need for support in suicide, depression, anxiety prevention
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + strong family involvement and opportunities
 - + Realistic and achievable, as evidenced by the past program offerings and attendance

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 01/ Mid Coast Community Alliance

DATE: 4/26/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- New proposal- \$130K
- Middle school program

Total # of All Students to be Served Annually:	70	
Total # of RLP Students to be Served Annually:	60	86%
Average # of Students to be Served Per Day:	55	
Average # of LP Students to be Served Per Day:	45	
Students Receiving Special Education Services:	10	14%
Students who are English Learners (ELs):	0	
Total # of Parents of students to be Served:	123	

21% of 6-8 students
 Mid Coast Hospital

Section II- Specifications of work to be performed

1. Planning
 Afterschool advisory team
 10 planning meetings, limited by COVID, students included

2. Need
 - a. 70% LP, attendance, juvenile justice concerns, concern for back slide from COVID school closures
 - b. Limited description, academic support

3. Program design
 - 1a. Description lists types of programs, but not how they will improve academic achievement; includes training options for parents

 - b. Strong reliance on current program, which has high interest. Youth leadership and input into programming

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- c. SY operation- minimums
SY 2.5 hours 4x week
- d. staffing meets minimum

- 2. Programming
 - a. BMS Afterschool Advisory team, revising RTI plan, collaboration with MCA; IXL digital instructional program
 - b. Who hired? Interested HQ staff. Expected use of IXL digital system
 - c. Restorative justice, ACE training
 - d. Student advisory, 1:1 discussion, attention to individual needs
 - e. Building relationships, student voice and choice, team building, self-directed activities.

3. G/O (Appendix E)

Goals

- 1. Academic/ School Improvement – 10% reduction in low performance
- 2. Health and Wellness-biking/ hiking 1x weekly (winter?), 35% participation, Youth Leadership activities, SOS prevention program
- 3. Educational Enrichment-STEM, mentoring, VPA
- 4. Parent and family Engagement-after school advisory board, Homework diners, various offerings
- 5. Sustainability and Collaboration- Advisory Board,
- 6. Professional and Staff development- RSU1, Search Institute, Maine Resiliency Network

4. Program management

- a. Quals, etc. ok. Collaboration with BMS Afterschool Advisory, work daily with MCA staff
- b. Communications with MCA, PD offered. Leadership not specifically mentioned
- c. Data driven by student performance, inclusion in RSU PD, additional training from Search Institute, Mid Coast Hospital, NAMII Maine. Method for determination of effectiveness not described
- d. Few details about gathering and interpretation. Disseminations info provided through current practices.
- e. Close proximity to housing. Parent transportation, local taxi if needed
- f. Current high use volunteers. Plan to including university students

5. Program Evaluation

- a. Response provides a list of activities/ measures used to evaluate which respond to sections of area.Procedures to be determined by Bill Nave. Alignment (sec.iv) not addressed.
- b. Reliance on Dr. Nave; quarterly/ end of summer reports.
- c. Same as for b.

Section III-Budget

- 1. Narrative
 - a. \$2448.89 per

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- b. Commitments from various sources, including staff and facilities.
 - c. No fees
 - d. No state or federal funds mentioned. Support from partners. In-kind higher than request.
 - e. Staffing and evaluation only expenses addressed
 - f. In-kind higher than request
2. Budget forms
Form 004-
Form 007-Bike Instructor
Form 008- \$14,425 equipment, not detailed in narrative
Form 011- Phone, materials and supplies not detailed in narrative
3. Success and Sustainability
- a. Inc. parent, students and partners
 - b. MCA for 3.5 years, goal to partner with United Way, funding from RSU1, exploration of income generating projects
 - c. RSU1 is a part of MCA, monthly meeting, no specific evidence re capacity

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 24
DATE: 4.8.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Renewal
 - o 200K
- Positive
 - o Variety of partner organizations
 - o Need for program touches on rural nature, high-poverty, lack of programming, food-insecurity.
 - Proposed programming appears to address needs presented.
 - o Proposed evaluation uses validated program quality assessment tool and has established performance measures.
 - o Program provides important meals for food-insecure children; food is provided by local food bank.
 - o Evidence of student engagement:
 - Students on advisory board
 - Students participate in planning, choices on project-based learning
 - Strong enrollment data from past
 - o Evidence of parent engagement
 - Parents on advisory board
 - Families and students surveyed for interests.
 - o Strong linkages to school day learning: space, staff, Proficiency-based education, after school to meet proficiency standards, PBIS
 - o Budget:
 - 48% transportation match
 - Sliding scale one-time registration fee (low); scholarships and discounts available
 - Budget proposal seems reasonable and realistic.
 - o Goals address high poverty, low performing, engaging families, meeting academic standards and ELL students.
- Negative
 - o Proposal contains multiple typos.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Program operates for 30 weeks per year but some staff only hired for 28 weeks? What does staffing coverage look like for those other weeks?
- Questionable
 - Registration fees for a community with high numbers of low socio-economic families
 - Question: Why has total enrollment decreased in the last year?
 - Question: app states that “School-day teachers will be an integral art [sic] of program planning, identification of low-performing students, Individual Learning Plan creation, tutoring services and guided learning practice opportunities.” etc. How?
- Interesting
 - 160 students/120 RLP/ 9 ELLs: higher than much of Maine.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 24
DATE: 4/8/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Renewal

Bidder and Lead Partner: RSU 24 and Maine Seacoast Mission/EdGE

Program sites: Ella Lewis School 62.3 % Free and Reduced, Peninsula CSD School 32.5 Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Abstract includes mention of 15 years of school and community partners working together to consistently deliver effective programming to meet and exceed the needs of students and families.
- Complete.

Interesting:

- Lead = RSU 24, with 9 additional partners listed beyond Maine Seacoast Mission/EdGE

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Continuation of program (renewal after successful 5 years)
- Met with multiple stakeholders: Superintendent, Curriculum Coordinator, Business Manager, After School Director, lead community partner, Maine Seacoast Mission/EdGE and Principals.

**STATE OF MAINE
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- Parent surveys were sent out to gather feedback.
- Title 1 Coordinator and DARE program, RSU 24 Adult Education and Healthy Acadia were also consulted to confirm their ongoing support.
- Evidence of multiple partnerships.
- Clear game plan, and clear that they gathered feedback on programming and confirmed the continued need and support from community.

Interesting:

- 14.5 hours of initial planning meetings with multiple stakeholders.

2: Need for Program

Positive:

- Addressed need with data.
- Plan includes multiple targeted areas: academic needs of students who are low performing, failing or at risk of failing and enhance their educational, emotional, and physical development.
- **Need:** RSU 24 comprised of 9 rural towns, very few out of school time opportunities.
- 65% of students at ELS, 53% at PNS are low performing.
- Both are Title I, ESEA Tier 3 schools.
- Families have no practical access to after school care. YMCA is 25 miles away, many can't afford, and there is no transportation.
- High rate of food insecurity: 78% of students reported that a loss of these programs would result in a further lack of food being available to them outside of the school day.
- **How program will be carried out:** Individual learning plans will continue to be offered (tutoring, credit recovery, academic enrichment programming).
- Offer learning opportunities in the areas of reading/language arts, science, technology, engineering and math intentionally designed around student needs, current curriculum content standards and engaging themes.
- Additional hours of exposure and practice to improve student performance.
- Improve proficiency K-12, boost student aspirations and improve graduation rates.
- Will offer informational sessions, parent education, inter generational events.
- Technology opportunities at site and at home. Safe, educational, enrichment

Interesting:

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- “exemplary program” status of RSU 24 21st CCLC programs.

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Hits all components.
- Clear link to school day and how these programs support achievement.
- Clear data on # of students attending, and significant data on the past 4 years of students and families served, including # of low performing students.
- Strong history of enrollment and family participation.
- Exceeded hours required.
- Staff to student ratios are correct.
- Large focus on seamless design between typical school day and these programs.
- Strong collaboration.
- RSU 24 has committed over \$19,000 yearly in Title I Tutoring support.
- Staff development, and training to ensure continuity between regular school day and these programs.
- Appendix e presents clear outcomes and demonstrates alignment.

Interesting:

- Onsite and through collaborations with partners offering Summer Academy, Summer Academy Camp, recreational camps technology-based programs and individual tutoring sessions.
- Students and parents may individualize their summer programming by selecting their 4-week curriculum from the 8-weekly sessions.
- Multiple approaches to encourage attendance: Many stakeholders involved, incentives, contests, field trips, phone calls, feedback collection

4: Program Management

Positive:

- Director = certified teacher w/ teaching and afterschool experience, along with grant writing experience.
- Site leaders and assistants = certified teachers.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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- Clear safety plan/protocol.
- Clear professional development plan.
- Programming plans are clearly based on student driven programming.
- Strong focus on attendance and have consistently meet and exceed minimum RLP expectations by as much as 25%.
- Clear transportation plan.
- Volunteer screening protocol.

5: Program Evaluation

Positive:

- They are using the state assessment and nationally normed local assessments to determine need and growth, PE assessments, parent and student feedback.
- Evidence of sustainability: Advisory board meetings, fundraising, grants, community partnerships, school \$ contribution.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$1667, so less than \$2600 requirement
- There is a sliding scale in place
- RSU 24 is committed to funding 48% of all transportation costs
- Title One and fundraising funds being used
- Good Shepherd Food Bank, Acadia Family Center, RSU 24 Adult Education, Healthy Acadia, Schoodic National Scenic Byway, Hancock County Sheriff's Department, Schoodic Arts For All and the Down East Family YMCA will contribute \$39,200 in curriculum, supplies, and resources for enrichment activities and inter-generational events.
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate
 - \$200,000 of 21st CCLC expenditures will be used to effectively provide 140 days of before/after school and 40 days of vacation, summer programming, funding personnel \$128,724.80, sub-contracts for specialized programming \$25,884.20, enrichment supplies \$5000, staff development/site visit travel \$1908 and student transportation \$11,000

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- There is a plan in place for capacity for success. They will continue to work with their sponsors and know that they need to expand in this area. They plan to build upon fundraising efforts as well.

Priority Level

- High rate of poverty
- ESEA tier 3 schools
 - + focused on low performing students
 - + relationship orientated
 - + comprehensive
 - + strong focus on attendance
 - + linked to school day
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + family involvement
 - + Realistic and achievable, as evidenced by the past 5 years

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 24

DATE: 4/13/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Renewal project
- Ongoing commitment
- Title I and Local funding
- Current and new community partnerships
- 15 years' experience

Total # of All Students to be Served Annually:	160	
Total # of RLP Students to be Served Annually:	120	75%
Average # of Students to be Served Per Day:	80	
Average # of LP Students to be Served Per Day:	60	
Students Receiving Special Education Services:	30	19%
Students who are English Learners (ELs):	9	
Total # of Parents of students to be Served:	90	

58% total population
 75% of total RLP

9 partners- Lead RSU 24 or Maine Seacoast/EdGe?

Section II- Specifications of work to be performed

1. Planning

Started in 2019

10+ planning meetings (1 hour or less), inc district Staff and other partner groups

2. Need

- a. Cites poverty, lack of after school care and transportation, food insecurity. No description of community resources.
- b. Narrative provides minimal description: individual plans. Does not fully address community needs, food insecurity, transportation

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3. Program design

1a. onsite; Summer Academy Camps; engaging, hands-on school year programs

Description lists types of programs, but not how they will improve academic achievement

b. Number of students stays stable over 4 yrs, % of RLP increases. Cite previous successes, multi-pronged approach, outreach to families, student/ family voice input into program offerings, incentives to encourage attendance.

c. SY and summer exceed 3 daily hours, days

d. Staffing w/in expected range

2. Programming

a. After school treated like a seamless transition from school day, shared goals and planning, common PD and training, utilization of PBE

b. Who hired? Certified educational staff. Expectations for programming that meets CCLC goals.

c. Developmental assets and other resource; First aid, Mandt. PQA to assess goals annually

d. Responsive Classroom, MS -student centered project based, use of various modalities for presenting information.

e. Narrative outlines how students will be selected, attendance encouraged. Design of programs not addressed.

3. G/O (Appendix E)

Goals

1. Academic/ School Improvement – 45% improvement year 1?

2. Health and Wellness-Fit kids, 20 min recess, nutrition programs, safety education

3. Educational Enrichment-STEM, multicultural, VPA

4. Parent and family Engagement-after school advisory board, newsletter, UM and Adult Ed offerings

5. Sustainability and Collaboration- Advisory Board,

6. Professional and Staff development- fall orientation

4. Program management

a. Quals, etc. ok. Supervised by district Curric. coordinator

b. Communications at various levels, district support

c. Mechanism for PD clear, includes a peer coach; method for determination of effectiveness not described

d. Few details about gathering and interpretation. Dissemination info provided through various means. Various contacts with parents re: progress.

e. District busses to home, to and for off-site activities.

f. Recruitment of volunteers, including university students, HS community service students. Invited to participate.

5. Program Evaluation

a. Poverty rates, TI Tier 3 status; alignment to state standards

b. State/ local assessment data PQA, SAYO, stakeholder input

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INDIVIDUAL EVALUATION NOTES**

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- c. Advisory board, presentations to share with families

Section III-Budget

1. Narrative
 - a. \$1667 per
 - b. References current avg. and commitment to 48% for transportation costs
 - c. Sliding scale based on FRL
 - d. Title I and local (for trans.)
 - e. 140 b/a, 40 summer, staff, programming, supplies, PD, trans. \$11K
 - f. 48% trans costs; EdGe and other partners

2. Budget forms
 - Form 004-Customer fees \$3000; In-kind \$115K (\$10K transportation)
 - Form 007-\$26,400 from other sources
 - Form 008- \$0 equipment

3. Success and Sustainability
 - a. Inc. parent, students and partners
 - b. Previous goals met or exceeded. Continue and increase partners; fees and fund raising, community involvement
 - c. Meetings and surveys, expectations determined, statement, no specific evidence

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 25
DATE: 4/11/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

New Proposal

- Lead Partner: Downeast YMCA
- Includes 8 additional partners
- Serve 100 RLP students grades 1-8 on 2 sites
 - Miles Lane F/R 54.2%; serve 90/60 RLP
 - Bucksport MS F/R 51.3%; serve 60/40 RLP
- Serve 150 students/100 RLP
- Planning = 54 hrs

Need for Program

- High rate of F/R
- MEA data
 - MLS 68% below ELA and 81% below math
 - BMS 73% below in math
- BMS Tier 3 school
- YMCA
 - 66% can't afford program fees
 - 34% on sliding scale
 - No transportation for RSU 25 students
 - Current programming doesn't support academics
- Limited TIA after school resources
- MIYS
 - 90.7% don't feel safe at school
 - 23.3% exercise or move less than 1 hr a day
 - 35.8% play computer games 3+hrs/day

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

Program Design

- Six goals
 - Small group in math and ELA
 - STEM
 - Health and wellness
 - Recreational and cultural activities
 - Social and emotional support
 - Career and post-secondary
- Has proven history of good parent involvement
- Doesn't meet min. hours per year of 240 per site
- Substantially exceeds summer min hours at 300 hr
- Staff:student ratio
 - Both sites, both regular and summer
 - 1:6 homework; 1:10 enrichment, 1:12 recreational (1:14 summer)
- Hire Certified teachers, cert ED Techs
- High level of student engagement
- Utilize NWEA map progress monitoring
- Strong instructional leadership
 - Academic component lead by Superintendent
 - Staff work closely with grant Director
 - Continuous course development
 - Use of partners expertise
 - Research based instruction
- High interest, student centered
 - Hands on
 - Engaging
 - Relevant and numerous
- Students will be screened and teacher recommended
 - Grant director will follow up with attendance
- schedule will meet working family needs during summer
- free breakfast and lunch

Program Management

- FT grant Director
 - Meet monthly with building admin and central office admin

**STATE OF MAINE
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EVALUATOR DEPT: Department of Education

- Visit classrooms 2x/wk and 3x during summer
- Hire HQ staff
- Fall orientation
- Director attend monthly building meetings
 - 6 PD trainings/year
- Director establish communication
- Dissemination of Information via website, monthly school newsletters, social media, local newspaper, YMCA and Health Center newsletters and websites
 - Parents will receive updates at all family events
- Volunteers will be recruited

Program Evaluation

- Triangulate
 - NWEA, MEA, and teacher classroom data and report cards
 - RSU promotion standards
- Surveys
 - In fall for summer programming
- MIYHS
- Student and family feedback, participation data and events
- Advisory meetings, community partners, school personnel

Budget

- cost per RLP student \$1,466
- no fees charged to families
- RSU 25 TIA funds \$10,500
- RSU 25 local funds \$61,200
- Total In-Kind \$118,306
 - RSU 25 \$61,200 transportation
- 21st CCLC budget
 - Personnel \$210,833.76
 - 2 sites only summer site coord
 - Other \$9,100

Sustainability

- Partnerships

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- Increase their in-kind participation

Program Goals and Outcomes

- Goal 1: 60% students increase local assessment scores; 20% increase state assessment scores
 - 50% increase positive behavior
 - 90% attendance and homework completion rate
 - Conservative growth after year 1
- Goal 2: adequate hours and frequency for strategies
 - No youth leadership or prevention
- Goal 3: 4 hrs/annually on strategies
 - No ELL, community service, literacy, mentoring, or visual and performing arts
- Goal 4: 2 parent involvement opportunities with 40% participation
 - 20-40% attend at least 1 educational opportunity
 - 4+ educational activities offered; monthly information/resources offered
- Goal 5: 4 advisory meetings/annually
 - 75% will attend 3 or more meetings
 - 4 promo presentations to partners
 - Min 4 partners will contribute
 - Raise \$5K in funds or in-kind year 1 and grow annually
- Goal 6: 8 collaborative meetings
 - 6 collaborative PD offerings: 100% participation
 - 24 PLC meetings per year; 100% of staff will attend 85% of PLC meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 25
DATE: 4.24.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Meets free/reduced lunch requirements
LP student numbers addressed
Program need clearly outlined
Vague program description but elements of intent are discoverable
Meets required program hours
Leadership structure outlined with continuum of school day academic focus
Quarterly feedback and evaluation system proposed
Program cost per student requirement met/no student fee
Proposed sustainability relying on continued expansion of YMCA program and Bucksport Regional Health Services as well as Superintendent's investment in afterschool program
Some academic goals do not define "improvement" only percentage of students that will show it; also no definition of what improved behavior includes
Staff development goals highlight meeting invitation and lower percentage from original goal outline

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 25
DATE: April 9, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	<p>New Proposal</p> <p>Bidder: RSU 25 Lead Partner: Downeast YMCA Miles Lane School (site 1) Bucksport Middle School (site 2)</p> <p>New: \$150,000- 2 schools</p>	How many communities?
Appendix C Proposal Content	<p>Section 1- General Information</p> <p>a. <u>Abstract</u>- Grades 1-8, Expand the current Title 1 summer school and after school programming (from 3 to 5 days a week) Use of Data</p> <p>b. <u>Program Demographics</u>- Request- \$219, 933. 76, 150 kids (100 RLP)</p> <p>c. <u>Partners</u>- Lead- RSU 25</p> <p>Health Center, Police Department, Fire department, MELMAC grant, Challenger Center, Hancock County Technical Center, Northeast Historic Films, Whole Oceans (Quality affiliations)</p>	<p>New requested amount- \$219, 933. 76</p> <p>Misspelled Center after Bucksport Health in line 3 of the abstract.</p>

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	<p>Section 2- Specifications of Work to be Performed</p> <ol style="list-style-type: none"> 1. Planning <ol style="list-style-type: none"> a. <u>Planning Process</u>- Through Strategic planning the need for year round academic and social-emotional programming. 5 days a week for programming with partnerships of area community partnerships. b. <u>Planning Meetings</u>- Detailed planning with advisory board, school board, admin. Team, steering committees. 2. Need for Program <ol style="list-style-type: none"> a. Community needs based on stakeholder feedback b. providing transportation and free programming vs. no transportation and a fee even a sliding fee scale is a challenge for some families (Responsible and Respectful planning and need for the grant \$) 3. Program Design <ol style="list-style-type: none"> 1. Program Description <ol style="list-style-type: none"> a. <u>Range and Type of Activities</u>- activities for summer and after school. Small group ELA and math, health and wellness, recreational and cultural, social-emotional and career and post-secondary activities. b. <u>Students to be served</u>- 150/ 100 are RLP, Daily average of RLP- 70 <p><u>Narrative: attract and engage students and families, then maintain student enrollment over time.</u> – Summer school feedback has included the need for transportation</p> d. <u>General Schedule</u>- aligns to 	<p>Heartstrings- COVID-19</p> <ol style="list-style-type: none"> a. How will this help students improve academic achievement and overall success?
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**STATE OF MAINE
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	<p style="text-align: center;">Appendix H.</p> <p>e. <u>Staff to student ratios</u>- aligns to Appendix H.</p> <p>2. Elements of High-Quality Programming</p> <p>a. <u>Linkage to school day</u>- certified teachers, ed. Techs, building principals, director of curriculum, and superintendent- district resources (Reading and Writing units, Math in focus) and district intervention units (Leveled Literacy Intervention System and Do the Math). Review MAP results (weekly), feedback to teachers (daily) and guidance for individual students plans.</p> <p>b. <u>Strong instructional leadership</u>- Grant director (need to hire- will be a certified teacher), Academics led by the superintendent-regular school day expectations.</p> <p>c. <u>Safe and Appropriate Environment</u>- The schools</p> <p>d. <u>Student-Driven Programming</u>- Academic centers, hands-on learning activities, project-based learning, student leadership, partnerships for enrichment, hands-on activities, health and wellness programs, a monthly calendar to share with families, social-emotional programming,</p> <p>e. <u>Regular attendees</u>- Students invited to attend after a screening process, Parent contact and child attendance is encouraged. Consistent attendance is required to continue student placement in the program. T-Th academic, M & F- hands-on activities.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management</p> <p>a. <u>Program Leadership</u>- TO hire Grant Director, will be a certified teacher with Afterschool programing</p>	
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EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>experience, will become a RSU 25 employee, supervised by RSU 25 director of curriculum</p> <p><u>b. School Leadership Support-</u> Grant director meet monthly with building admin and Central Office admin.,</p> <p><u>c. Staff and Professional Development-</u> Fall= staff orientation for program goals, successes, review policies, and staff planning. Grant director= a minimum of 6 PD opportunities equal to staff needs.</p> <p><u>d. Communication-</u> Grant director to Building admin, attend staff meetings, attend professional development, add to school newsletters, social media, local newspaper</p> <p><u>e. Transportation-</u> Summer= 5 days transportation and 6:30 am drop off and 5:30 pm pick up for working families, School year= late buses T-Th w/ the grant go to M-Th with Down East YMCA</p> <p><u>f. Volunteers-</u> through Parent/Teacher Organization, community and senior organizations. Participation will be encouraged via brochures, Open House presentations, community flyer, and communication with volunteer organizations.</p> <p>5. Program Evaluation</p> <p><u>a. Measures of Effectiveness-</u> Solid plan A</p> <p><u>b. Periodic Evaluation-</u>Daily by staff, Monthly by admin, and quarterly by Grant board</p> <p><u>c. Refine, improve, and strengthen program-</u> Share data a school staff meetings, among other that has already been shared.</p> <p>Section III-Budget Proposal</p>	<p>Self-directed PD or sit and get?</p>
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**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 25
DATE: April 9, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>1. Budget Narrative- Respectful organization with lettering of item expectations of budget narrative. No fees for families, wages, subcontract services, materials and supplies, transportation, in-kind-academic services, salaries and benefits, materials and supplies</p> <p>2. Budget Forms- In-kind-detailed but not including the buildings, NO equipment,</p> <p>3. Capacity of Success and Sustainability</p> <p>a. <u>Advisory Board-</u> Well “staffed” quality affiliations</p> <p>b. <u>Sustainability Plan-</u> community partnerships- superintendent is very active, A plan for increase of community based responsibility with financial as the grant decreases.</p> <p>c. <u>Roles and Commitment of Key Partners-</u> Strong Key Partners with community connections going back to 2010.</p>	<p>Misspell cost in a. of narrative.</p> <p>Snacks?</p> <p>In-kind- buildings</p>
<p>Appendix D Letter of Intent</p>	<p><u>Lead Applicant/Fiscal Agent-</u> RSU 25</p> <p><u>School District-</u> RSU 25</p> <p><u>Lead Partner-</u> Downeast YMCA</p> <p><u>Schools-</u>2- Miles Lane and Bucksport Middle</p> <p><u>Funding Request-</u> \$150, 000</p>	
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement-</u>60-72% in four years for improvement in NWEA math. Assessment analysis, individual learning plans, Work with District Math Coach. Same for ELA</p> <p><u>Behavior-</u> Teacher survey data, 50-65% improvement over 4 years. Maintain 90% homework completion,</p>	<p>Misspelled the ‘the’</p>

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DATE: April 9, 2020
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	<p><u>Goal 2- Health and Wellness-Physical activity</u>-a minimum of 8 different activities to 10 different activities in the 4 years of implementation. Nutrition classes, from 64 hours to 72 hours increase of physical activity over 4 years, cooking classes, water, bicycle, fire and internet safety,</p> <p><u>Goal 3- Educational Enrichment- STEM activities</u>, robotics team, multicultural- Northeast Historical Film, Abbe Museum, UMO, local historical society, college and career readiness activities</p> <p><u>Goal 4-Parent Education and Family Engagement- 2</u> parent advisory board members, parent and community member providing programming, chaperone events, participate in educational opportunities, feedback surveys, newsletters,</p> <p><u>Goal 5- Sustainability and Collaboration-</u> 4 advisory board meetings per year with a 75% participant attendance expectations of 3 or more meetings (face to face or remotely), Grant director will update the board and the website with info., financial-school budget and local partnerships</p> <p><u>Goal 6- Professional and Staff Development-</u> RSU 25 Staff development, Grant director and building admin. Meetings, grant director and central office staff meetings.</p>	<p>No ELL or Community service or service learning</p> <p>I need Examples for multicultural activities and college and career readiness activities</p>
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Many questions to fulfill my understand of the grant request and multiple misspellings.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 45
DATE: 4.23.20
EVALUATOR: Jessie Francis
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

- Notes to self
 - o Renewal
 - o Washburn, Aroostook County
- Positive
 - o Application presents needs around lack of afterschool providers, risk factors associated with poverty, drug use, and foster care.
 - Proposed program appears to addresses many of these needs and building strong social and emotional foundations.
 - o Strong linkages between school day and after school (same staff, on site, same policies, linkages between school day academic goals).
 - Same afterschool program staff and summer staff.
 - o Responsive to student interests (varied programming, interesting programming, self-paced software)
 - o Students recruited based on assessment data, grades, parent and teacher referrals.
 - o Data collection and evaluation plan is comprehensive.
 - Evaluation plan indicates use of evidence-based tools and assessment data.
 - Multiple intervals.
 - Past evaluation indicates success.
 - o Budget
 - Detailed budget explanations.
 - In-kind as 40% of overall budget.
 - o Evidence that parents value the program as evidenced by survey indicates parents would be willing to pay fee for the programming and strong parent representation on the advisory board.
 - o Goals address high poverty, low performing, engaging families, meeting academic standards
- Negative
- Questionable

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Budget seems to indicate teachers hired for 36 weeks (school year + summer) for 10 hours a week. Summer schedule = 4 hours per day, 4 days per week—how is salary for staff covered the rest of the summer week? Are staff staggered or covered by the program interns?
- Interesting
 - Use of computer software to promote learning is balanced with hands-on activities.
 - Computer software to allow self-paced academic work.
 - Connection with UMPI Teacher prep program.
 - Positive reinforcement program: ASP Superstars

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 45 MSAD 45
DATE: 4/19/2020
EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Renewal

Bidder and Lead Partner: RSU 45 MSAD 45 and Town of Washburn/Recreation Department

Program sites: Washington District Elementary School. 51.9% Free and Reduced

Appendix C:

Section I: General Information

Positive:

- Abstract includes all components (academic, improvement, health and wellness, enrichment, family engagement).
- Exceeds required school year and summer hours of operation
- Free transportation
- Healthy snacks
- Full time director
- Program partners help will project based learning, tutoring and additional activities.
- Total students served annually = 85 and Total RLP served annually = 60
- Complete.

Interesting:

- Four additional partners, including University of Maine in Presque Isle
- In program demographics section, this was written incorrectly, but it is correct everywhere else: \$13,800,000.00 (should be \$138,000.00)

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

Section II: Specifics of Work to be Performed

1. Planning

Positive:

- Continuation of program (renewal)
- Met with multiple stakeholders: Superintendent, Principal, current 21st CCLC Director, Washburn Recreation Director, Title One Coordinator, Curriculum Coordinator, students and current members of the advisory board.
- Evaluation of current program and student data.
- Parents, students and community members were all involved in designing programming
- Evidence of multiple partnerships.
- Clear game plan, and clear that they gathered feedback on programming and confirmed the continued need and support from community.

Interesting:

- 12 hours of initial planning meetings with multiple stakeholders.
- Final work was done remotely due to COVID -19.

2: Need for Program

Positive:

- Addressed need with data. Sufficient data
 - Town population decreasing, causing some business loss
 - Only two daycares
 - Survey indicated high need for quality after school programming
 - Median household income is below the state average
 - Rural area. Many parents travel a distance to work, leaving students home alone.
 - Many can't participate in activities due to lack of transportation.
 - Police concern with opioid problems, uptick in child abuse/neglect, drug activity and juvenile issues.
 - Many children in foster care or being raised by grandparents
- Plan includes multiple targeted areas: academic needs of students who are low performing, failing or at risk of failing and enhance their educational, emotional, and physical development.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

- **Need:** Rural, very few out of school time opportunities.
- Poverty stricken. Enrollment is inconsistent due to evictions, lack of jobs
- Families have limited access to after school care due to rural community and no transportation.

3: Program Design

Positive:

- Full description of what the program will look like both during the summer and before and after school.
- Hits all components.
- Student choice
- Parent classes
- Seamless link to school day and how these programs support achievement.
- Exceeded hours required.
- Staff to student ratios are correct.
- Strong collaboration beyond teachers including nutrition director, nurse, etc.
- Majority of staff are teachers and ed. techs from the school
- Staff development, and training to ensure continuity between regular school day and these programs.
- Appendix e presents clear outcomes and demonstrates alignment.

Interesting:

- Able to access support from local college students.

4: Program Management

Positive:

- Director = Oversight, outreach, maintaining relationships/partnerships, staff hires, daily programming
- Staff overlap between regular school day and afterschool/summer program. Report outs of after school programming occur during weekly school staff meetings.
- Program collaboration with school has been in place for the past 11 years.
- Clear safety plan/protocol.
- Clear professional development plan.
- Programming plans are clearly based on student driven programming.
- Clear plan for advertising and recruiting those who qualify based on data and community outreach.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Clear transportation plan.
- Community involvement through volunteering.

5: Program Evaluation

Positive:

- Program shows that academic improvement rates among low-performing youth in the areas of reading and math, exceeded the programs 2018-2019 targets
- They are using the state assessment and nationally normed local assessments to determine need and growth
- Teacher surveys and student participation and attendance data is also used
- Evidence of sustainability: Frequent meetings in collaboration with the school to assess program progress and needs.
- Continuously gathering and using data to inform programing. Evidence of Deliver –Evaluate - Improve

Section III Budget

Positive:

- Items align very well to activities documented in appendix E
- Cost per student is \$2300, so less than \$2600 requirement
- There is no cost for students to attend
- Strong financial commitment from RSU 45 and partners \$93,511.00
- RSU 45 MSAD 45 is committed to funding at least 65% of all transportation costs
- Grant funds being used
- Purpose of all expenditures have been described
- Clear staff hours
- Budget requests seem reasonable and appropriate
- There is a plan in place for capacity for success. They will continue to work closely with their community partners, and grant contributors. They have a variety of supports in their partnerships, and many partners have been in existence for a long time, which would be a positive toward sustainability.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR: Kim Fadrigon
EVALUATOR DEPT: Department of Education

Priority Level

- High rate of poverty
- Title One Coordinator is involved, so must be a title school
- Instable housing, drug abuse, child abuse/neglect, foster care, grandparents, rural (lack of resources)
 - + focused on low performing students
 - + comprehensive
 - + linked to school day (seamless connection with the school day)
 - + high interest
 - + flexible, variety of offerings
 - + student driven
 - + family involvement
 - + realistic and evidence of sustainability

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 45 MSAD 45

DATE: 4/20/2020
EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Section 1-Genral Information

- Renewal project
- Purpose is to raise proficiency levels
- Typo in request amount-\$13,800,000

Total # of All Students to be Served Annually:	85	
Total # of RLP Students to be Served Annually:	60	71%
Average # of Students to be Served Per Day:	45	
Average # of LP Students to be Served Per Day:	28	
Students Receiving Special Education Services:	40	
Students who are English Learners (ELs):	0	
Total # of Parents of students to be Served:	0	

45% total population
45% of total RLP

4 partners- inc UMPI

Section II- Specifications of work to be performed

1. Planning

Planning committee formed, research completed,
10 planning meetings, inc district Staff and other partner groups

2. Need

- a. Cites poverty, changing family configurations, child abuse/drug activity, lack of childcare, academic. Community resources-UMPI
- b. Inc. in participants, parent reliance on program stated

3. Program design

**STATE OF MAINE
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EVALUATOR: Rachelle Tome
EVALUATOR DEPT: Department of Education

- 1a. Self-paced computer software, homework help/ tutoring, hands on projects. Description lists types of programs, but not how they will improve academic achievement
- b. References the need for reliable after school childcare; student mobility factors
- c. SY (2.5 hrs) and summer meet minimums
- d. Staffing w/in expected range
2. Programming
 - a. Seamless transition from school day through coordination with WDES, common staff, collaboration on development of learning plans, collaboration with other areas, i.e. Music
 - b. Who hired? Certified staff w/expertise in out-of-school learning. Mandatory PD re: out of school learning, attendance at events with guest speakers
 - c. District policies upheld, steps for ensuring safety provided and include de-escalation techniques and positive behavior reinforcement
 - d. Self-paced computer software, hands-on. Projects determined via annual student interest survey. Activities will support student creativity.
 - e. Safe, nurturing after school environment at students' schools. Transportation provided. Student voice and choice, program adjustment to maintain high interest, ASP Superstars.

3. G/O (Appendix E)

Goals

1. Academic/ School Improvement – 55/60% improvement year 1, to proficiency 15%? ; ELL needs inc.
2. Health and Wellness-recess, 1 physical per day, 1 nutrition, safety act per month
3. Educational Enrichment-STEM-7 act. Per year? Weekly Stem activity? multicultural; VPA, no Literacy;
4. Parent and family Engagement-volunteer, field trips, Advisory Board, topics for educational activities?
5. Sustainability and Collaboration- Advisory Board, flyers, website,
6. Professional and Staff development- annual calendar of opportunities

4. Program management

- a. Quals, experience, characteristics not addressed. Responsibilities outlined. Includes weekly meeting with admin and participation in faculty meetings.
- b. ASP considered part of school experience. Communication methods described, encouragement by principal to share info with ASP staff (many are same as school day)
- c. Required and expected PD described, no clear method for needs based selections. Method for determination of effectiveness not described
- d. Dissemination of info provided through various means. Various contacts with parents re: progress. Reports to admin, Board
- e. District busses. From school-SY, to and from summer
- f. Recruitment of volunteers from local org. and seniors. May include families, local university students (UMPI) and HS students. Description of use not provided.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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5. Program Evaluation
 - a. Data sources for assessment: local and state. Performance measures, evidence-based research not identified. Cites recent performance data from stat assessments. Data sources listed.
 - b. Winter evaluation using local assessment data. Student Participation and Program Activity data to assess services and progress.
 - c. Current data collection and change process in place. Data reported to various groups, to parents via evening meeting or mail. Updates to admin and Board.

Section III-Budget

1. Narrative
 - a. \$2300
 - b. \$ SAD 45
 - c. No fees
 - d. Local funding and Federal Child Nutrition
 - e. Staffing expenses listed
 - f. Not provided (some references in part d.)
2. Budget forms
Form 004-Child Nutrition funds? In-kind from district? Total In-kind \$93K (\$41K transportation)
Form 011- Materials/ supplies, staff travel not in narrative
3. Success and Sustainability
 - a. Inc. parent, School Board member and partners
 - b. Continue current ties w/ town and university, roles on the Advisory Board for partners, use school budget for decreases.
 - c. Lists provided for each partner, ongoing collaboration

**STATE OF MAINE
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RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 56
DATE: 4/8/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

New Proposal

- Lead Partner: Oxford County Medical Health Services
- Includes 11 additional partners
- Serve 93 RLP students grades K-5 and 6-8 on two sites
 - Dirigo Elem School 112.5%; serve 40/26 RLP
 - TW Kelly Dirigo MS 29% (content on page 6 conflicts at 60.57%); serve 95/67 RLP
- Planning = 15.5 hrs

Need for Program

- Dirigo Elem School is Tier 3
- Loss of RSU 10 Learning Center
- 88% score below state average in math on 2018 eMPowerME
- 2019 Maine Integrated Youth Health Survey TWKDMS has higher incidence of marijuana use and significantly lower feeling like they matter than their peers

Program Design

- Offer daily and ongoing evidence based interventions for student identified as low performing in ELA and math.
- Behavioral data and academic screening, benchmark, and progress monitoring data will be shared between program and school under the guidance and coordination of RSU 56 intervention and prevention specialist
- Multi-Tiered System of Support
- Varied menu reflect social-emotional needs and interests of students
- Community partners will offer engaging health and wellness opportunities
- Literacy, STEM, and College and Career Readiness
 - Hands on
 - High tech

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

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EVALUATOR DEPT: Department of Education

- Collaboratively with RSU 56 library and Region 9 School of Applied Tech

Program Recruitment and Retention

- Presentation will be made to students at DHS and TWKDMS
- Share with families
- Printed information, emails, website and social media
- Hosts booths at open houses and parent-teacher conferences
- Regular contact with Webb River School until they respond
- Direct staff to family contact
- Attendance reviewed weekly
- Student feedback solicited every 2 weeks
 - Family feedback monthly
- Schedule meets min requirements for operating
- Staff:Student Ratios
 - Both schools regular and summer
 - 1:8 homework; 1:12 Enrichment; and 1:18 Recreational
- Camp Cougar director will be part of RSU 56 intervention team and work with Prevention and Intervention Specialist to reinforce programming
- Director to use Performance Matters software
 - Visible by RSU 56 staff and camp Cougar staff
- Anticipate to fill Camp Cougar positions with preexisting RSU 56 staff
- Camp Cougar will utilize school issued laptops during program time
- First hire internally and then post externally for staff
- Lesson plans and activities will be submitted weekly to Director and Site Coord
- Site Coord responsible for course development
- Train staff to address physical and emotional safety
- Trauma-informed instruction
- CPR & First Aid and ALICE
- All staff and volunteers undergo background checks
- Student feedback will inform planning and activities
 - Students choose from multiple enrichment and health/wellness offerings
 - Utilize community partners for offerings
 - Curriculum incorporate financial literacy, environmental literacy, cultural programs, and STEM
- District data sharing will help align tutoring and intervention activities

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EVALUATOR DEPT: Department of Education

- Demographics will determine ELL, disabilities, truant, academic improvement, educational enrichment, and health & wellness
- Camp will be offered at school facilities for seamless transition
- Summer program will be at school facilities and utilize district transportation

Program Management

- Hire Director with education degree or related field
- School leaders will use faculty contacts at local colleges to recruit existing and former teacher to fill staff positions.
- Director will have consistent presence at Camp Cougar programs. With regular communication
- Staff supervisors will assess and communicate with site staff on reg. basis and report info to Director
- PD will be designed around every-two-week program feedback solicited from students and staff.
- Director communicate monthly with site cords, with monthly one-on-one evaluative conversations with staff
- Dissemination of Information
 - Director will communicate with public, parents, families
 - Printed materials, direct and indirect, social media, email, monthly newsletters
 - Director maintain data base of student information to quickly communicate to families
- Volunteers
 - Director to work with HS admin and staff to recruit student volunteer mentors
 - Community partners to connect to volunteers
 - Recruit local students completing degrees in relevant field to complete internship requirements through the program

Program Evaluation

- Powerschool analytic platform
- Measures include NWEA testing
- EasyCBM progress monitoring system
 - Curriculum based measures in literacy and math
- Director and Site Coord will have working plans and meet regularly to review
 - Goals developed through survey results, personal goals, and collaborative work
 - Director review goals and outcomes with advisory board
 - Director self-assessment will be completed midyear
- Director meet with site cords biweekly
 - Analyze all available data and implement changes as needed
 - Information communicated monthly to advisory board

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- Dissemination of Information will be shared publicly via newsletter, social media, and website
 - Parent nights

Budget

- RLP student cost is \$2,492.17
- Program income \$28,064 (breaks down to \$1.83 per participant/day)
 - Sliding scale \$0, \$3, \$5
 - No student turned away
 - Collecting fees daily
- Total In-Kind \$80,673.36
- CCLC budget indicates \$226,800 on page 1 but \$231,771.65 within budget proposal
 - Personnel Expenses - \$197,284.75
 - Transportation - \$31,571
 - Other - \$2,915.90

Success & Sustainability

- Continuous monitoring and improvement
- Hire HQ staff
- Partners and community members become invested
- Program income
- RSU 56 will appropriate budgeted funds
- Sponsorships
- Grants, employer-based fundraising through RSU 56

Program Goals and Outcomes

- Goal 1: Local assessments increase 3 points by 80% of attendees year 1 increasing 5% over remaining years
 - State assessments increase from not proficient to proficient by 10% of attendees with no increase over grant years
 - 25% increase in homework completion and classroom participation increasing 10-20% over each grant year
 - 50% student behavior improvement increasing 10% increments over grant years
- Goal 2: proposal has adequate frequency and dedicated time to strategies and activities
 - No nutrition education or youth leadership
- Goal 3: STEM 2 opportunities 10 hrs/annual and Literacy 3days/wk avg 20 hours annually and college readiness 2+ monthly avg 10 hours annually

**STATE OF MAINE
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- No ELL, community service, multicultural, mentoring, visual and performing arts
- Goal 4: offer 1 participation opportunity weekly; 4+ parents participating
 - 4 educational events; 40+ parents participating
 - 4 informational resources offered
 - 60% parent/caregiver report information and resources help
- Goal 5: 12 advisory board members; 80% will attend 3+ meetings/annually
 - 2 promotional events
 - 8 partners to contribute
 - Raise \$15,000 in funds or in-kind increasing \$5K annually
- Goal 6: monthly PD opportunities
 - 80% of staff attend 95% of PD opportunities
 - 3 collaborative meetings with afterschool and school day staff
 - 80% will attend 95% of collaborative meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 56
DATE: 4.22.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Free/reduced lunch population numbers not clear
LP students addressed in population
Three program aspects addressed
Need for in-community programming clearly stated
Program description vague
Applicant and attendance strategies strong
Schedule of required hours met
Clearly stated evaluation and feedback system
Cost requirement met; fee structure in place (focus on use of funds to hire more qualified staff members)
Proposed sustainability based on quality staff, administrative oversight, strengthening local partnerships
Some academic goals listed for success measurement may not be realistic

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 56
DATE: April 17, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	New Bidder: RSU 56 Lead Partner: Oxford County Mental Health Services Site 1- TW Kelly Dirigo Middle School Site 2- Dirigo Elementary School \$226,800	
Appendix C Proposal Content	<p>Section I- General Information</p> <p>a. <u>Abstract-</u> Cougar camp, K-8 students, M-Th, at the 2 schools, 2:30-4:30 through academic year and 6 weeks in the summer, academic improvement, educational enrichments, and health and wellness activities. Multiple partners to help with programming.</p> <p>b. <u>Program Demographics-</u> 215 students, 93 RLP students</p> <p>c. <u>Partners-</u> Lead- RSU 56 Additional- Healthy Oxford Hills, Dirigo Youth Wrestling, River Valley Rising, Safe Voices, Chisholm Ski Club, Girls on the Run, Region 9 School of Applied Technology, Girl Scouts, The Oxford County Resilience Project, Dixfield Recreation, UM 4-H camp and Learning Center at Bryant Pond.</p> <p>Section II- Specifications of Work to be Performed</p> <p>1. Planning</p>	

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 56
DATE: April 17, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

	<p>a. <u>Planning Process</u>- 2 admin. Meetings, school board meeting, contacting partners, grant writer hired, 3 more admin. meetings</p> <p>b. <u>Face-to-Face Meetings</u>- Meaningful, detailed and date labeled.</p> <p>2. Need for Program</p> <p>a. <u>Community Needs</u>- 4 rural communities, with limited area businesses, Dirigo Elementary=Tier 3-cronic absenteeism and below average academic results. Community resources have diminished with financial depleting, Students suffering.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families</u>- The district has developed a Multi-Tier System of Support, Positive Behavior Intervention Support, full-time Intervention and Prevention Specialist, and partnerships with local agencies.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities</u>- Daily interventions in ELA and math, varied menu, physical, safety, prevention, STEM, College and Career readiness, tech activities,</p> <p>b. <u>Number of students</u>- Middle School- 40 students/ 26 RLP/ Daily LPs- 15 Elementary- 95/ 67/ 45</p> <p>c. <u>Operations Schedule</u> <u>School Year</u>- Both Sites- 2 hours per day/ 4 days per week/ 40 weeks per year/ 146 days per year/ 292 hours per year <u>Summer</u>- Both Schools- 5 hours per day/ 4 days per week/ 6 weeks per year/ 24 days per year/ 120 hours per year</p> <p>d. <u>Staffing Ratios</u></p>	<p>Specific examples?</p> <p>Narrative first line of paragraph says “DHS” should it say DES as it is naming both schools?</p>
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**STATE OF MAINE
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	<p><u>School Year and Summer-</u> Aligned with Appendix H- Highest end</p> <p>2. Elements of High-Quality Programming</p> <p><u>a. Linkage to School Day-</u> Camp Cougar Director will be a intervention team member. Camp Cougar staff positions hopes to be filled by RSU 56 staff. School technology will be used during Camp Cougar programming.</p> <p><u>b. Strong Instructional Leadership-</u> Hopeful to hire RSU 56 staff, instructional plans to be submitted by site coordinators to the program director on a weekly basis. Specific request for plans to align with district curriculum and standards. Use of Power School’s Performance Matters.</p> <p><u>c. Safe Environment-</u> Staff training to address physical and emotional safety. Trauma-informed instruction, first-aid, CPR, and ALICE, staff background checks, no walk-in volunteers, student feedback about the safety of the program, programs are at the two schools.</p> <p><u>d. Student Driven Programming-</u> Student feedback, multiple opportunities for course selection, partnerships with area for drug and violence prevention, counseling, and mental and physical health wellness, recreation activities, financial and environmental literacy, STEM and cultural programs. With student enrollment- ELL, SPED, and ab will be accessed and addressed.</p> <p><u>e. Regular Attendees-</u> Transportation, Director and site coordinators will monitor student attendance and will promptly contact, staff practices to maintain a safe environment.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management-</p> <p><u>a. Program Leadership-</u> To hire a program director- degree and at least 9 months experience with children, passionate, supportive, caring, communication driven, punctual, energetic, and positive.</p>	<p>I wonder how they came to this decision?</p> <p>What is Power School’s Performance Matters (Academic data)</p>
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INDIVIDUAL EVALUATION NOTES**

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b. School Leadership Support- School leaders to recruit existing and former teachers, data, and programs already in place.

c. Staff and Professional Development- The director is expected to be a visible presence with the program. Staff development will happen with feedback from students and staff, director and site coordinator monthly communication with program staff of results.

d. Communication- The director: printed material, web posts, emails, social media, and phone calls.

e. Transportation- RSU 56 activity buses and a protocol is in place for parent transportation.

f. Volunteers- Responsible student volunteers from the district high school for after school and summer programs. There are area community volunteers as well.

5. Program Evaluation

a. "Measures of Effectiveness"- With a multi-tiered support system in place students will have a response to their behavioral, academic, and social-emotional challenges. NWEA, easyCBM data will be analyzed with frequent monitoring to access the effectiveness of the grant program.

b. Periodic Evaluation- The director and site coordinators develop goals via SAYOS and YPQA surveys and will be reviewed throughout the year. They will also review the program goals and outcomes with the advisory board.

c. Evaluation used to improve program- The director and site coordinators will meet every two weeks to review program goals to determine progress. There will also be parent and student surveys and a plan will be made to make necessary changes. This information will be shared with relevant stakeholders.

Section III-Budget Proposal

1. Budget Narrative- \$341, 919 needed
Grant request \$231,771

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INDIVIDUAL EVALUATION NOTES**

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	<p>Other funds \$29, 474 In-Kind \$80,673 Cost per LP student \$2,492 Cost to Families (No fee (F) \$3/day (R) \$5/day (Others) Transportation cost- 35% from RSU 56</p> <p>2. Budget Forms-In-kind: heat, maintenance, occupancy, salaries, wages,</p> <p>3. Capacity of Success and Sustainability <u>a. Advisory Board</u>- Positions and Affiliations</p> <p><u>b. Sustainability Plan</u>- Create and experience that stakeholders will want to continue. Advisory board and grants.</p> <p><u>c. Roles and Commitments of Key Partners</u>- All partners have a role to provide programming and/or training to staff. Oxford County Mental Health Services, Healthy Oxford Hills, Dirigo Youth Wrestling, River Valley Rising, Safe Voices, Chisholm Ski Club, Girls on the Run, Region 9 School of Applied Technology, Girl Scouts, The Oxford County Resilience Project, Dixfield Recreation, UM 4-H camp and Learning Center at Bryant Pond.</p>	
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement</u>- math, PBIS, homework</p> <p><u>Goal 2- Health and Wellness</u>- wresting, running, safety education, and prevention programs</p> <p><u>Goal 3- Educational Enrichment</u>- STEM and literacy</p> <p><u>Goal 4-Parent Education and Family Engagement</u>- Stakeholder voice, programming involvement, surveys, and events</p> <p><u>Goal 5- Sustainability and Collaboration</u>- advisory board meetings, activity partners, increased partnerships, and fundraising.</p>	

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	<u>Goal 6- Professional and Staff Development- PLC structures, collaborative staff meetings, and late arrival Wednesdays.</u>	
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Much needed program but Fees involved.

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INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU/MSAD 59
DATE: 4/18/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

New Proposal:

Lead Partner: Vibrant Youth – Thriving Families

Sites/Feeder

- Madison HS/Madison Jr HS F/R rate 28% - grades 9-12
- Madison Jr HS/Madison Elem School F/R rate 45.2% - grades 5-8

Total students served 120 with RLP of 100

- Avg daily students served 50
- Serving 40 students at HS and 80 students at JHS

3 additional partners

Planning 32.75 hours dedicated

Learning Center to be created

- 4 days/wk for 32 weeks = 128 days/256 hrs
- 6 weeks in summer = 24 days/96 hrs (proposal says 114 hrs?)
- Lead partner to hire Director
- Somerset Public Health will provide evidence-based programming
- Madison Rec will provide community programs and equipment
- Town will provide access to facilities, quality volunteers and resources

Students will have

- Daily academic support
- Enrichment activities

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- Health and wellness
- STEM and CTE programming each week
- Healthy snacks
- Small group settings

Need for Program:

- Poverty rate of 17.8% (Maine is 13.24%)
- 25.1% of Somerset children live in poverty
- Increase from 2017 to 2018 of 62 to 170 kids between ages of 5-12 were victims of substantiated child abuse and neglect cases
- Suicidal ideation at 30% (10% higher than Maine avg)
- Above average marijuana, vape, medication, cigarette, and hopelessness
- HS has had recent increase in suspension rates
- Both schools have over 30% absenteeism
- MEA's JHS 84% below proficiency and HS 73%

Program Activities

- 2 x 1 hr sessions
 - Include snack, mindfulness activity and
 - Academics
 - Fitness/health and wellness
 - STEAM
 - Enrichment projects
 - Student-driven projects provide flexible and relaxing environment
 - "Whole Child" approach, emphasize healthy, safe, supported, engaged, and challenged

Attract and Retain

- Program Director present to student body and newsletter will go home to families
- Expectation that registering = participation
 - Once registered parent to complete survey about child
- Weekly communications to families
 - Overtime improve parent connections and increase volunteerism and participation
- Student will have choice and voice
 - Student representatives
 - Monthly, quarterly, and annual incentives for participation

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- Staff:Student Ratio
 - HS 1:5 homework; 1:8 enrichment; 1:10 recreational
 - JHS 1:4 homework; 1:6 enrichment; 1:10 recreational
- Summer Staff:Student Ratio
 - Same as above

HQ Programming

- Recruit HQ teachers and Ed Techs
- Get curriculum from teachers
- Create individualized plans for each student based on NWEA growth targets and MAP growth assessment results
- Classroom teachers can sign up a student for tutoring sessions
- Credit recovery projects for HS students
- ASP staff attend parent/teacher conferences
- Staff attend in-district training
- ASP staff communicate with classroom teachers
- PD provided monthly
- Program Director and Site Coord will work on reflection, feedback and goal setting
- Staff receive orientation training at beginning of year
- Paid staff supplemented by parent and community volunteers
- Weekly meetings allow staff to review

Safety

- Locked doors and pick up protocols
- There are staff with CPR/First Aid certs
- Restorative Practices Model will be used for social conflicts
- Student advisory representatives will be available for students to access
- Modifications will be made as needed

Students

- Student will have input
- Student/Parent surveys 3x /year
- Student reps to advise site coord
- Monthly meetings with regular attendees
- Two daily activities

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- Predictable schedules
- Healthy snacks
- Transportation home
- Student videography group will develop short videos to market program

Program Management

- Lead partner to hire Director
- HQ teachers will be hired
- Principals will meet monthly with Program Director and Site Coord for review and planning
- Program outcome and feedback from program partners and participants
- Prg Director will provide principal with weekly reports
- ASP staff and Site Coords will meet weekly
- Building Principals will offer suggested PD
- ASP staff will be surveyed for PD
- Due to high need for SEL – MDOE to provide PD
- STEM curr consultant is budgeted in PD

Dissemination of Information

- Monthly newsletters to families
- Quarterly public posts through social media, community newsletter, and presentations
- Student videography
- Additional work with local TV station

Volunteers

- Specific volunteers will be invited
- Cover costs for background checks and fingerprinting

Program Evaluation

- Move away from Tier 3 status by year 3 in math and absenteeism
- YPQA will be conducted by Prg Director and staff
- RTI will be used to direct support
- SATO at beginning and end of year
- Compare NWEA, lexile scores, attendance and behavior data
- Midyear reviews of regular attendees

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EVALUATOR: Heather Neal
EVALUATOR DEPT: Department of Education

- Academic standing, SEL growth, attendance, parent involvement, and staff connections
- Evaluate results at each interval of assessment; share results quarterly

Budget

- Free to students
- Total First Year Funding \$240,000
- In-Kind:
 - RSU 59 \$15,200 admin
 - RSU 59 \$1,520 admin
 - Somerset Public Health \$500 consultant
 - RSU 59 \$1,650 maint
 - RSU 59 \$1,500 supplies and materials
 - RSU 59 \$8,640 other
 - Madison Rec Dept \$500 other
 - RSU 59 \$8,400 other
 - RSU 59 \$8,750 transportation
 - RSU 59 \$7,332 utilities
- CCLC Budget
 - Personnel Expenses - \$177,333
 - Equipment - \$0.00
 - Transportation - \$18,590
 - Other - \$44,077
 - Food \$18,250
 - Material and Supplies \$17,027

Program Goals and Outcomes

- Goal 1: year 1 shows 25-50% growth with 50-100% growth in year 2, 50% or less in year 3, and less than 50% for year 4
 - Improvement for proficiency is at 2 points a year “suggested norm”
- Goal 2: proposal seems reasonable as far as frequency and strategies and activities
 - No safety education or prevention programming
 - More emphasis on youth leadership
- Goal 3: proposal seems reasonable on frequency
 - No ELL, multicultural, literacy, mentoring, visual and perf arts programming
 - STEM has 50% suggested opportunities compared to Youth Leadership

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- Goal 4: Provides 2-3 parent opportunities to be involved a month growing by 1 additional opportunity each year
 - Parent involvement is suggested at 16.66% for year 1 and 100% growth year 2; far less growth year 3 and 4
 - Parent involvement in educational opportunities is suggested at 8.33% year 1 with growth replicating same as above
- Goal 5: 15 advisory board members year 1, and 20 year 2, 3, and 4; goal of 12 members attending 3 or more meetings annually
 - Goal to have 4 active partners increasing annually
 - Goal of 20 promotional opportunities year 1, and 30 year 2, 3, and 4
 - Fundraise \$500 year 1, \$1000 year 2, \$10,000 year 3, and \$20,000 year 4
- Goal 6: offer 8 monthly PD sessions with 80% attending 95% of PD sessions
 - 32 collaborative meetings with 80% of staff attending 95% or more of the meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 59/MSAD 59
DATE: 4.24.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Free/reduced lunch qualification is unclear

Focus areas clearly outlined

LP student numbers noted

Community need stated

Program description does not outline small group academic assistance or student specific academic aid

Plan to attract program participants is very vague

Description of program engagement for students and parents is has no academic aspects

Program meets hours requirement

Proposed communication between staff and teachers in place

See where students can be signed up for tutoring by classroom teachers

Annual and biannual evaluations along with gather feedback will be used for program evaluation

Program meets financial requirement/no fee

Proposed sustainability through community partnerships but no specifics as to how the program will exist past the grant

Academic performance measurements are not written properly for some goals; some goals have high percentages that may not be achievable

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RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: RSU 59
DATE: April 16, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: Department of Education

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INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	New Bidder: RSU 59 Lead Partner: Vibrant Youth-Thriving Families Request: \$240,000 Site: Madison Area Memorial High School and Madison Junior High School	
Appendix C Proposal Content	<p>Section I- General Information</p> <p>a. <u>Abstract</u>- Out of school program for 5th through 12th graders- a "Learning Center" for community connections, increase school success, and increase family resources. Daily academic support, enrichment activities, health and wellness. STEM and CTE programming each week.</p> <p>b. <u>Program Demographics</u>- 120 students, 100 RLP, Site #1- Madison H.S. and Madison Jr. High Site #2- Madison Jr. High and Madison Elementary</p> <p>c. <u>Partners</u>-Lead- RSU 59- Additional- Somerset Public Health, Madison Recreation Department, and Madison Town Government</p> <p>Section II- Specifications of Work to be Performed</p> <p>1. Planning</p> <p>a. <u>Planning Process</u>- Informal conversation with Superintendent and Alternative Ed. Teacher for after</p>	

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	<p>school needs. Review of child/family data, Youth Health survey, and academic scores.</p> <p>b. <u>Face-to-Face Meetings-</u> A lot of meetings</p> <p>2. Need for Program</p> <p>a. <u>Community Needs-</u> Child abuse and neglect, poverty, District FRL at 72%. Maine Integrated Youth Health Survey shows a rise in suicidal ideation, drug use, vape use, hopelessness, cigarette use, and alcohol use. NWEA and absenteeism data reported.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families-</u> Building resiliency with SEL and brain-based learning with staff of trauma informed approaches. Classes for parents- strategies for working with teens, cooking, finances, homework support, and transportation.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities-</u> Healthy snack and mindfulness activities to start, academic, health and fitness, STEAM and enrichment, CTE, service learning, cooking, gardening, videography. High School- the previous and internships, team building, credit recovery classes and projects.</p> <p>b. <u>Number of students-</u> MHS- 40 students/ 30 RLP/ 11 Daily MJH- 80 students/ 70 RLP/ 27 Daily</p> <p>c. <u>Operations Schedule</u> <u>School Year-</u> 2 hour/day, 4 day/wk, 32 wk/yr, 128 days/yr and 256 hours/yr</p> <p><u>Summer-</u> 4 hour/day, 4 day/wk, 6 wk/yr, 24 days/yr and 114 hours/yr</p> <p>d. <u>Staffing Ratios</u></p>	<p>Who are these people?</p>
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	<p><u>School Year-</u> Appendix H alignment <u>Summer-</u> Appendix H alignment- small numbers</p> <p>2. Elements of High-Quality Programming</p> <p><u>a. Linkage to School Day-</u> Highly qualified Teachers and Ed. Techs. Site coordinators will be given curriculum from teachers with written plans for programing. Individual plans for each child. Communication with Program staff and classroom teachers.</p> <p><u>b. Strong Instructional Leadership-</u> Hire a program director and site coordinators. Program staff and site coordinators will meet weekly to assess student progress, Monthly PD, Specific educator from outside will be hired for high interest programming.</p> <p><u>c. Safe Environment-</u> Physical (locked doors and pick up protocol), Social and Behavioral (school day expectations), Restorative practices, parent communication.</p> <p><u>d. Student Driven Programming-</u> Student input, parent and student surveys (3 x year), student representatives, activities will change based on interest and numbers.</p> <p><u>e. Regular Attendees-</u> ahead of time schedules that are "predictable", snacks and transportation, credit recovery, small student/staff ratio, monthly and quarterly incentives for attendance, videos made to market the program.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management-</p> <p><u>a. Program Leadership-</u> Thorough job description.</p> <p><u>b. School Leadership Support-</u> Highly qualified teachers for strong relationships with students, principals to analyze data, Program admin. and principals meet monthly, and Program staff and Site Coordinators meet weekly.</p>	<p>"Paid staff will be supplemented by parent and community volunteers." What does this mean? Subs?</p>
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	<p>c. <u>Staff and Professional Development</u>- District based PD, DOE for SEL PD, STEM curriculum consultant for math outcomes.</p> <p>d. <u>Communication</u>- Social media, community newsletter, and Program director presentations, school lobbies, and a local TV station.</p> <p>e. <u>Transportation</u>- During the school year at the end of the program day students will be bussed home. During the summer students will be bussed to and from the program.</p> <p>f. <u>Volunteers</u>- “specific” community members, parents, and partner elicited volunteers. The grant will pay for volunteers to have background checks.</p> <p>5. Program Evaluation</p> <p>a. <u>“Measures of Effectiveness”</u>- There is no community center in the town, Youth Survey results show an increase in at-risk out of school behaviors. The 2 schools are in Tier 3 status due to state math and attendance records. There is an expectation with the program in place that NWEA and MEA scores will improve based on After School Alliance research.</p> <p>b. <u>Periodic Evaluation</u>- Pre and Post National Institute On Out of School Times Survey (SATO), Compare NWEA and Lexile scores, review of regular attendees, student surveys, and Youth Program Quality Assessment Tool.</p> <p>c. <u>Evaluation used to improve program</u>- After each assessment time- advisory board will review results along with program data results. This will help gain support from the school board for possible future funding.</p> <p>Section III-Budget Proposal</p> <p>1. Budget Narrative- Money for each student, no fees, competitive wages to attract highly qualified staff, STEM coordinator, food, materials, attendance initiatives, and in-kind contributions.</p>	<p>Anyone in mind?</p>
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	<p>2. Budget Forms- In-kind: administration, HR, consulting, maintenance, materials, technology, CTE programming, transportation, utilities.</p> <p>3. Capacity of Success and Sustainability</p> <p><u>a. Advisory Board-</u> Administration, teachers, counselor, town manager, selectman, community member, students (not listed)</p> <p><u>b. Sustainability Plan-</u> With the program there is hope for momentum to create change. Collect data to show the strongest impact. Apply for additional grants of where the needs are. School board support, fundraising, and search for replacement funding in the four years.</p> <p><u>c. Roles and Commitments of Key Partners-</u> RSU 59 and Madison Recreation Department following through to sustain the program as surveys show the needs.</p>	<p>What do attendance initiatives look like in Jr. High and High School?</p>
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement-</u> Daily academic support, food, breaks, movement, reinforcement of curriculum, small student/teacher ratio, STEM, problem solving, Read 180, 2 point a year increase for assessments.</p> <p><u>Goal 2- Health and Wellness-</u> fitness room, yoga, gym games, pickle ball, basketball, seasonal recreational activities, cycling, snowshoeing, skiing, hiking, biking, credit recovery, healthy snacks, service learning, career prep, cooking</p> <p><u>Goal 3- Educational Enrichment-</u> STEAM activities- <i>major examples.</i> Community service for high school students as it's a requirement.</p> <p><u>Goal 4-Parent Education and Family Engagement-</u> Monthly newsletter, volunteering, family activities, surveys, advisory board, fundraising, classes, and communication.</p> <p><u>Goal 5- Sustainability and Collaboration-</u> Create additional partnerships, advisory board "high commitment to the cause", grants and fundraisers.</p>	

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	<u>Goal 6- Professional and Staff Development-</u> Monthly PD and weekly meetings.	
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Not highly detailed but narratives tell the story, clear.

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Westbrook
DATE: 4/11/2020
EVALUATOR: Heather Neal
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Renewal Proposal

- Lead Partner: Westbrook Community Center
- Includes 5 additional partners
- Serve 75 students/58 RLP
- Westbrook HS F/R 48.6%; gr 9 & 10
 - Current 21st CCLC prgrm
 - Indicate prior years serving up to 169 with 62 reg attending LPS in 2018-19
 - Target more students who are closer to achieving benchmarks and can exhibit greater growth
- Planning = 8 hrs

Need for Program

- District F/R 70%
- SPED rate 21%
- ELL 18%
- NWEA
 - 46.3-54.6% didn't meet standards

Program Design

- Exceeds school year operating hours at 408 hrs
- Meets summer operating needs
- Staff: student ratios
 - Regular 1:4-6 homework, 1:6-12 enrichment, 1:18 recreational
 - Summer 1:4-8 homework, 1:10 enrichment, 1:20 recreational
- Located on freshman floor to increase contact
- Weekly meetings with WHS and WMS admin teams

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- Promote self-reflection, shared learning, relationship and self-esteem building
- Certified teachers or Ed techs
- Staff develop and implement lessons
 - Reteach or enrich skills in math, English, science and history
- Students create SMART goals
- BARR I-Time curriculum
- Flexible structure
- Student choice
- Target LPS and at risk of dropping out
- Create hands off time for extracurriculars to eliminate competition with other student programming
- Student require min. 2 programs/wk for 3 months

Program Management

- Current Director
- Superintendent is part of advisory
- Building principals will contribute
- Ongoing PD
- Monthly staff meetings
- BARR training
- Dissemination of Information via social media, newsletters, website and instant alert messaging system
 - School board meetings, open house, parent/teacher conferences, freshman orientation
- Transition is within same building
- Volunteers will be recruited

Program Evaluation

- YPQA 3x a year
- Pre and post surveys
- NWEA
- Analyze summer and school year data
 - Evaluation committee
 - District wide data team meetings
 - Children's Project collective impact model
- Continuous feedback and eval system
 - Focus groups, community forums, surveys, parent involvement
 - Blogs and comment section of website and FB pages

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Budget

- PT Community Engagement Director
- FT Director
- Cost per RLP student \$2,600
- Total In-Kind \$38,762
 - Westbrook School Dept \$33,642 transportation
- First year funding \$149,031
 - Personnel \$132,381
 - Transportation \$6,500
 - Other \$10,150

Sustainability

- Partnerships
- Various approaches to self sustainability
 - Blend funding streams
- Cultivate donors and fundraising

Program Goals and Outcomes

- Goal 1: 35-50% improvement and attendance in year 1 with modest increase in subsequent grant years
- Goal 2: Adequate frequency and estimated annual hours for strategies
 - No safety education and youth leadership
- Goal 3: Daily access to STEM, literacy, and mentoring
 - No other strategies listed
- Goal 4: Monthly parent involvement opportunities; 15 parents participating
 - 4 educational opportunities; 15 parents participating
 - 10 informational/resources
- Goal 5: 15 advisory members; at least 10 will attend 3 or more meetings/annually
 - 8 promotional events
 - 4 partners
 - \$10,000 additional funds raised increasing \$10K each year
- Goal 6: 10 PD opportunities; 80% will attend 95% of opportunities
 - 20 collaborative meetings; 80% attending 95% of meetings

STATE OF MAINE
INDIVIDUAL EVALUATION NOTES

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Westbrook School Department
DATE: 4.29.2020
EVALUATOR: Rebecca Kirk
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.*

INDIVIDUAL EVALUATOR COMMENTS:

Meets free/reduced meal requirements
LP student ratio noted
Community need outlined
Program description vague
Program hour requirements met
Previous LP student ratios noted
Communication between staff and school staff
High quality and student driven programing sections completed yet vague in implementation description—do not have a solid sense of what this program is actually like for the student to attend on a daily basis
Long-term, experienced director in place
Evaluations in place three times a year along with student and teach surveys
Program meets financial requirement; no fee
Proposed sustainability is based on strengthening business and community relationships
Academic success goals seem high

**STATE OF MAINE
INDIVIDUAL EVALUATION NOTES**

RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program
BIDDER NAME: Westbrook School Department
DATE: April 12, 2020
EVALUATOR: Tara Morin
EVALUATOR DEPT: 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 the Department's RFP Coordinator or Lead Evaluator for this RFP.

INDIVIDUAL EVALUATOR COMMENTS:

Appendix Title	Notes	Concerns or Questions
Appendix A Proposal Cover	Renewal Bidder: Westbrook School Department (WSD) Lead Partner: Westbrook Community Center Westbrook High School \$150,000	
Appendix C Proposal Content	<p>Section I- General Information</p> <ul style="list-style-type: none"> a. <u>Abstract-</u> Current sites for elementary and middles schools as well as 9-12th at risk. Summer bridge program for incoming 9th graders, b. <u>Program Demographics-</u> \$149,031 requested, 75 students, 58 RLP , 9th and 10th grade c. <u>Partners-</u> Lead- WSD and Additional- BAEE, Partners for Prevention, Big Brothers/Big Sisters, Westbrook Police, ICC <p>Section II- Specifications of Work to be Preformed</p> <p>1. Planning</p> <ul style="list-style-type: none"> a. <u>Planning Process-</u> Meetings to analyze the current program and the need to continue the program. At risk 9th grade 	

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	<p>b. <u>Face-to-Face Meetings</u>- Succinct and to the point- Need to continue programming.</p> <p>2. Need for Program</p> <p>a. <u>Community Needs</u>- Attention to low performing 9 and 10 to improve math and literacy, language (ELL) and improve social and emotional health, enrichment.</p> <p>b. <u>Carry out in Centers for community, low-performing students and working families</u>- Support students to see their potential to make it to be successful in high school then beyond.</p> <p>3. Program Design</p> <p>1. Program Description</p> <p>a. <u>Range of program activities</u>- ?</p> <p>b. <u>Number of students</u>- 9th and 10th- Daily average 30</p> <p>c. <u>Operations Schedule</u>- <u>School Year</u> – 3 hours per day, 4 per wk, 34 wk pr year, 120 days per year, and 240 hours per year <u>Summer</u>- 4 h per day, 4 days per week, 6 weeks per year, 24 days per year, 90 hours per year.</p> <p>d. <u>Staffing Ratios</u> <u>School Year</u>- Aligned to Appendix H <u>Summer</u>-</p> <p>2. Elements of High-Quality Programming</p> <p>a. <u>Linkage to School Day</u>- Programming is designed by WSD faculty, Program director meets with planning teams, 21st CCLC room is on the freshman floor,</p>	<p>What is BARR? Building Assets Reducing Risk</p> <p>A. There was no explanation of the range or type of activities.</p> <p>Summer Recreational Activities 1:20, should be 1:18 at the most.</p>
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	<p><u>b. Strong Instructional Leadership</u>- Certified teachers and ed techs. Preference is a team teaching model, reteach and enrichment in math, English, science and history. Students will create SMART goals.</p> <p><u>c. Safe Environment</u>- WHS has 2 social workers, 1 substance abuse counselor, 3 guidance counselors, and 3 co-principals for support with the program, Westbrook High School classroom.</p> <p><u>d. Student Driven Programming</u>- Flexible structures and student choice, community connected topics, independent research, accommodations and differentiations.</p> <p><u>e. Regular Attendees</u>- Lowest performing and at risk for dropping out. No competition with extracurricular activities. Director works with families to eliminate barriers.</p> <p>3. Program Goals and Outcomes (Appendix E)</p> <p>4. Program Management-</p> <p><u>a. Program Leadership</u>- Current program director, Mike Russell</p> <p><u>b. School Leadership Support</u>- Mike Russell with WSD administration on the advisory board. Community understanding and sustainability</p> <p><u>c. Staff and Professional Development</u>- PD in curriculum design, positive youth development, parent/family engagement. WSD professional development, BARR PD,</p> <p><u>d. Communication</u>- Program director to staff, students, families- weekly newsletters, FB page, website, ELL translation documents, Director will present at 8th grade parent night, freshman</p>	
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	<p>orientation, open house, P/T conferences, attending meetings with partners.</p> <p><u>e. Transportation-</u> Late bus for transportation home during school year. To and from during the summer program. Transportation for field trips by WSD. “WSD has made a commitment to support any unanticipated transportation needs as they arise”</p> <p><u>f. Volunteers-</u> Four organizations for volunteers during programming time. Screened according to WSD protocol and have orientation and training.</p> <p>5. Program Evaluation</p> <p><u>a. “Measures of Effectiveness”-</u> YPQA 3 times a year with a pre and post survey, measures of risk and negative attitude toward school.</p> <p><u>b. Periodic Evaluation-</u> Analyze school year and summer programs, Quarterly data digs and recommendations by director to Children’s Project and Evaluation team. YQPA will guide PD. 2 tiers of oversight.</p> <p><u>c. Evaluation used to improve program-</u> Focus groups, community forums, surveys, parent involvement, blog and FB</p> <p>Section III-Budget Proposal</p> <p>1. Budget Narrative- School year and summer program,</p> <p>2. Budget Forms- In-kind- Admin and student transportation, wages, materials.</p> <p>3. Capacity of Success and Sustainability</p> <p><u>a. Advisory Board-</u> Key stakeholders along with the partners mentioned throughout the application.</p>	
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	<p><u>b. Sustainability Plan- Advisory Board and Westbrook Children’s Project for a sustainability plan that aims for a diverse funding ideas.</u></p> <p><u>c. Roles and Commitments of Key Partners- Westbrook Community Center (recreation)- Strong roles and responsibilities with solid plans in place.</u></p>	
<p>Appendix D Letter of Intent</p>	<p>Renewal Bidder: Westbrook School Department (WSD) Lead Partner: Westbrook Community Center Westbrook High School \$150,000</p>	
<p>Appendix E Specifications of Work to Be Performed</p>	<p><u>Goal 1- Academic Improvement-</u> Different activities on different days of the week-math, reading, and behavior.</p> <p><u>Goal 2- Health and Wellness-</u> Movement breaks, snacks, nutrition, eating on a budget, youth empowerment.</p> <p><u>Goal 3- Educational Enrichment-</u> Daily math help (math departments), STEM, robotics, experiential, field trips, Daily ELA help (English and ELL departments),</p> <p><u>Goal 4-Parent Education and Family Engagement-</u> Advisory board, newsletters, open house, P/T conferences, Parent PD, Thursday folders, Feedback opportunities.</p> <p><u>Goal 5- Sustainability and Collaboration-</u> Stakeholder recruitment, publish meeting dates in advance, school board, parent meetings, partnership meetings.</p> <p><u>Goal 6- Professional and Staff Development-</u> BARR, WHS PD, Mental Health First-Aid, Restorative Learning</p>	<p>I don’t understand the whole numbers in this section.</p>

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Very detailed- easy to read and follow the platform- real examples



STATE OF MAINE
DEPARTMENT OF EDUCATION

Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT
RFP #: 201912214

RFP TITLE: 21st Century Community Learning Centers Program

I, (print name at right) Heather Neal
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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 that the evaluation process is to be conducted in an impartial manner. 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 funding decision notices for public distribution.

Heather Neal
Signature

3/25/2020
Date



STATE OF MAINE
DEPARTMENT OF EDUCATION

Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT
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RFP TITLE: 21st Century Community Learning Centers Program

I, (print name at right) Jessica Francis
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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.

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Jessica Francis
Signature

3/18/20
Date



STATE OF MAINE
DEPARTMENT OF EDUCATION

Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT
RFP #: 201912214
RFP TITLE: 21st Century Community Learning Centers Program

I, (print name at right) Kimberly Fadrigon
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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.

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Kimberly Fadrigon
Signature

3/17/2020
Date



STATE OF MAINE
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Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT

RFP #: 201912214

RFP TITLE: 21st Century Community Learning Centers Program

I, (print name at right) Rachelle Tome
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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.

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Rachelle Tome
Signature

3/18/2020
Date



STATE OF MAINE
DEPARTMENT OF EDUCATION

Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT
RFP #: 201912214

RFP TITLE: 21st Century Community Learning Centers Program

I, (print name at right) Rebecca Kirk
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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.

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Rebecca Kirk
Signature

3/17/2020
Date



STATE OF MAINE
DEPARTMENT OF EDUCATION

Janet T. Mills
Governor

A. Pender Makin
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT
RFP #: 201912214

RFP TITLE: 21st Century Community Learning Centers Program

Tara B. Morin

I, (print name at right) Tara B. Morin
accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of Education. 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.

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Tara B. Morin
Signature

March 18, 2020

Date