

# State of Maine Master Score Sheet

RFP# 202112193					
21 <sup>st</sup> Century Community Learning Centers Program					
Bidder Name:		LearningWorks (Portland Public Schools)	Bangor Public Schools	Lewiston Public Schools	Maine Family Resource Center (RSU 89)
Proposed Cost:		\$239,943.00	\$133,276.00	\$240,000.00	\$93,600.00
Scoring Sections	Points Available				
Section I: Preliminary Information	Pass/Fail	Pass	Pass	Pass	Pass
Section II: Specifications of Work	55	50	51	52	48
Section III: Budget Proposal	38	35	34	32	36
Section IV: Priority Points	7	4	3	4	2
<b>TOTAL</b>	<b>100</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>86</b>
Bidder Name:		RSU 24	LearningWorks (Biddeford Public Schools)	Maine Family Resource Center (RSU 29)	Boys & Girls Club of Southern Maine
Proposed Cost:		\$275,000.00	\$104,000.00	\$156,000.00	\$70,000.00
Scoring Sections	Points Available				
Section I: Preliminary Information	Pass/Fail	Pass	Pass	Pass	Pass
Section II: Specifications of Work	55	46	46	48	48
Section III: Budget Proposal	38	36	35	32	32
Section IV: Priority Points	7	2	2	3	2
<b>TOTAL</b>	<b>100</b>	<b>84</b>	<b>83</b>	<b>83</b>	<b>82</b>
Bidder Name:		LearningWorks (Saco Public Schools)	RSU 68 MSAD 68	Lee Academy	
Proposed Cost:		\$104,000.00	\$150,000.00	\$240,000.00	
Scoring Sections	Points Available				
Section I: Preliminary Information	Pass/Fail	Pass	Pass	Pass	
Section II: Specifications of Work	55	45	44	30	
Section III: Budget Proposal	38	32	31	21	
Section IV: Priority Points	7	0	1	2	
<b>TOTAL</b>	<b>100</b>	<b>77</b>	<b>76</b>	<b>53</b>	

**Award Justification Statement**  
**RFP# 202112139 – 21<sup>st</sup> Century Community Learning Centers Program**

**I. Summary**

On January 5, 2022, the Maine Department of Education released RFP#202112193 for the 21<sup>st</sup> Century Community Learning Centers Program, inviting eligible organizations from across the state to apply for funding to support after school and summer programs for students and their families. The federal funding made available to support this opportunity has been authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. In accordance with the requirements in §4202 of the ESEA, the Maine Department of Education held a formal competition to issue grant awards to the eligible organizations that demonstrated the greatest capacity to deliver high-quality after school and summer educational programs for students attending Maine schools.

**II. Evaluation Process**

The Maine Department of Education utilized a team consensus scoring approach in the evaluation of proposals for the subject RFP. For the purposes of this RFP, two (2) evaluation teams were leveraged—each consisting of three individuals. These individuals were selected based upon their experience and expertise in working with grant-funded youth development programs. Each team comprised of individuals possessing similar backgrounds and expertise. Members of both evaluation teams received formal training from the Department on the RFP review and evaluation process. Following conflict of interest determinations, proposals were each randomly assigned to one of the two evaluation teams. From there, members of each team conducted individual reviews of assigned proposals and produced individual notes. Following the individual review of proposals, each evaluation team came together to discuss, as a group, the merits of each proposal and score each section of each proposal individually. One team met on May 10-11, 2022 and the other met on May 12-13, 2022 to complete this process. The maximum score possible was 100 points, broken down into the following categories:

- Specifications of Work to be Performed (55 Points)
- Budget Proposal (38 Points)
- Priority Points (7 Points)

### **III. Specifications of Work to be Performed**

During the evaluation process, the selected bidders demonstrated a:

- Thoughtful planning process that brought together relevant stakeholders to gather input, foster relationships, and develop a program that would best serve the community
- Data-driven assessment of community need that provided strong rationale for the proposed program and clear plans for how those identified needs would be addressed by a 21<sup>st</sup> CCLC program in that community
- Robust program that included adequate planning, oversight, and evaluation work to ensure the delivery of high-quality programming and continuous program improvement
- Detailed, relevant, and actionable approach to program goals which serve to guide decision-making and demonstrate accountability to the students and families served

### **IV. Budget Proposal**

The requested award amounts for proposals submitted in response to the RFP ranged from \$70,000 to \$240,000. The proposals that have been selected for conditional award demonstrated reasonable and necessary costs, given the size and scope of programming included within the proposal. In addition, these Bidders demonstrated the strongest capacity for success and for sustaining their proposed programs beyond the life of the 21<sup>st</sup> CCLC grant award.

### **V. Priority Points**

Most of the Bidders selected for conditional awards either possessed characteristics or demonstrated rationale of “other need” that led to the awarding of priority points by the Evaluation Team.

### **VI. Conclusion**

Overall, the ten (10) Bidders who have been selected for conditional awards demonstrated the greatest capacity to deliver after school and summer educational programs that would yield significant, positive outcomes for Maine students and their families.

## Doughty, Travis W

---

**From:** Doughty, Travis W  
**Sent:** Tuesday, May 17, 2022 11:44 AM  
**To:** Kathy Harris-Smedberg  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Bangor Public Schools - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Kathy.

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Kathy Harris-Smedberg  
Bangor Public Schools  
73 Harlow Street  
Bangor, ME 04401

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Harris-Smedberg:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** 'Brian Elowe'  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Boys & Girls Club of Southern Maine - Award Notification Letter - 05-17-22.pdf  
  
**Importance:** High

Good Morning Brian,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Mr. Brian Elowe  
Boys & Girls Club of Southern Maine  
277 Cumberland Avenue  
Portland, ME 04101

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Mr. Elowe:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Colby Senior  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - LearningWorks (Biddeford) - Award Notification Letter - 05-17-22.pdf  
  
**Importance:** High

Good Morning Colby,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Colby Senior  
LearningWorks  
181 Brackett Street  
Portland, ME 04102

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Senior:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Zoe Lewin  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - LearningWorks (Portland) - Award Notification Letter - 05-17-22.pdf  
  
**Importance:** High

Good Morning Zoe,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Zoe Costa  
LearningWorks  
181 Brackett Street  
Portland, ME 04102

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Costa:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Colby Senior  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - LearningWorks (Saco) - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Colby,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE





**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Colby Senior  
LearningWorks  
181 Brackett Street  
Portland, ME 04102

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Senior:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Lyons, Ruth  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Lee Academy - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Ruth,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Ruth Lyons  
Lee Academy  
4 Winn Road  
Lee, ME 04455

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Lyons:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Jenn Carter  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Lewiston Public Schools - Award Notification Letter - 05-17-22.pdf  
  
**Importance:** High

Good Morning Jenn,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Jenn Carter  
Lewiston Public Schools  
36 Oak Street  
Lewiston, ME 04240

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> 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 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Carolyn Fickett  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Maine Family Resource Center (RSU 29) - Award Notification Letter - 05-17-22.pdf  
  
**Importance:** High

Good Morning Carolyn,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Carolyn Fickett  
Maine Family Resource Center  
31A Houlton Road  
Danforth, ME 04424

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Fickett:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Steve Mine  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - Maine Family Resource Center (RSU 89) - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Steve,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Mr. Stephen Mine  
Maine Family Resource Center  
31A Houlton Road  
Danforth, ME 04424

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Mr. Mine:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Kristen McFarland  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - RSU 24 - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Kristen,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

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

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> 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 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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:** Tuesday, May 17, 2022 11:45 AM  
**To:** Stacy Shorey  
**Subject:** Notice of Award Decisions for RFP 202112193 - 21st Century Community Learning Centers Program  
**Attachments:** RFP 202112193 - RSU 68 MSAD 68 - Award Notification Letter - 05-17-22.pdf

**Importance:** High

Good Morning Stacy,

Please find the attached award notification letter pertaining to RFP 2022112174 for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program. The attached letter specifies those proposals that received the evaluation teams highest rankings, which have been conditionally selected for a 21<sup>st</sup> CCLC grant award. While this information is being sent directly to you as the primary contact noted in your organization's proposal, please feel free to share this information with your colleagues and partners.

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

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

Best Wishes,

**Travis W. Doughty**

State Coordinator

21<sup>st</sup> 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](mailto:travis.w.doughty@maine.gov)

[DOE Website](#) | [DOE News On Twitter](#)

[Sign-up](#) to receive the latest updates from the Maine DOE



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 17, 2022

Ms. Stacy Shorey  
RSU 68 MSAD 68  
63 Harrison Avenue  
Dover-Foxcroft, ME 04426

**SUBJECT:** Notice of Conditional Contract Award(s) under RFP # 202112193,  
21<sup>st</sup> Century Community Learning Centers Program

Dear Ms. Shorey:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for the 21<sup>st</sup> 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 award(s) to the following bidder(s):

- Bangor Public Schools
- Boys & Girls Club of Southern Maine
- LearningWorks (Biddeford Public Schools)
- LearningWorks (Portland Public Schools)
- LearningWorks (Saco Public Schools)
- Lewiston Public Schools
- Maine Family Resource Center (RSU 29)
- Maine Family Resource Center (RSU 89)
- RSU 24
- RSU 68 MSAD 68

The bidder(s) listed above received the evaluation team's highest ranking(s). The Department will be contacting the aforementioned bidder(s) soon to negotiate a contract. As provided in the 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,  
21<sup>st</sup> 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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Bangor Public Schools  
**DATE:** 05/10/22

**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:** Erin Frati, Kayla Hartt, 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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Evaluation of community needs and available resources for the community learning center(s)	3	2
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Bangor Public Schools  
**DATE:** 05/10/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	6
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	3
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	9
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	3
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.	3	3
<b>Section II Total (Max. 55 Points)</b>		<b>51</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Bangor Public Schools  
**DATE:** 05/10/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>• Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>• Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>• Fee structure is described, if applicable</li> <li>• Federal, State, and local program resources</li> <li>• Purpose of all expenditures has been described</li> <li>• In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>• Are complete and align with the budget narrative</li> <li>• Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>• 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)</li> <li>• Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>• Demonstrate a detailed and logical connection to program goals</li> </ul>	12	11
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		34

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
<u>Poverty Level:</u>					3	3
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>					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>					2	0
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)						88

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Bangor Public Schools  
**DATE:** 05/10/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: <b>55</b>	Score: <b><u>51</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder held 15 planning meetings over a 5-month period. However, the Review Team noted that some of the meetings only included a smaller group of administrators. Representation from partnering organizations at planning meetings was evident. Planning time totaled 14 hours, which the Review Team felt was adequate for a program seeking renewal funding.</p> <p>There is a clear need within the community and the Bidder cited several factors including: poverty, economic security, affordable housing, reliable transportation, school readiness, etc. The areas of focus came from a community needs assessment conducted in 2019. However, the Review Team would've liked more specific data and statistics from the community needs assessment. The Bidder provided a sound plan for how their proposed program would address the community needs that were identified.</p> <p>The program is offered through a combination of before and after school programming, where students have access to snacks and various themed club programming. Bidder's proposal meets the requirement for school-year programming but does not meet the 6-week requirement for summer programming noted within the RFP. The Review Team did note that the Bidder had a relatively high number of instructional hours during the summer program. Proposal notes serving 199 students, 150 of whom would reach RLP status. Staff-to-student ratios were noted as being on the higher end for some activity types (homework help &amp; recreation), but were still within the ranges outlined in Appendix H.</p> <p>The Review Team noted the proposal demonstrated a very strong connection between the proposed program and the school-day programming; the School Principal is on site daily. The proposed program will have access to the school guidance counselor and social worker to support students. Program leverages certified teachers and educational technicians to deliver programming. The Review Team would've liked to see more specifics on how emotional safety would be supported within the program. Bidder notes have a Student Advisory Team that meets with Program Director on a quarterly basis to provide feedback on program/activities. The proposal also noted collecting student feedback from survey about the types of programming offered to capture youth voice.</p> <p>The Bidder's goals noted around academic achievement seemed like they might be a bit high and could be unrealistic. The Bidder selected Youth Leadership as a target under the Health and Wellness goal and Team felt the information provided for that item could've been stronger. The Review Team would've like to see more specific narrative regarding the strategies that would be leveraged. The outcomes noted around Parent and Family Engagement goals were noted as being impressive. Overall, this section of the proposal was well-developed, but more specific information regarding the proposed strategies and activities would've been helpful. Some responses within Appendix D left the Review Team with questions.</p> <p>In the Program Management section of the proposal, the Bidder noted having other afterschool programs within their organization funded through other sources. The Program Director is noted as overseeing both these programs as well as the proposed program. The Review Team would've liked more information on the overlap between these programs/services. The Review Team also noted that there seemed to be a lot of responsibilities on the building Principal; it was unclear why some of these responsibilities were not given to or shared with the Program Director. The Review Team was impressed with the level of support from school administration, but still questioned why more of the "workload" was not shared with the proposed Program Director.</p> <p>The proposed evaluation work was well developed, and the responses provided included information on how the results of evaluation work would be used to improve their program. The use of various assessment and data collection tools were evident (quality assessment tool, survey data, etc.). There is a good level of collaboration and data shared between the proposed program and school district for the purposes of conducting the evaluation work.</p>		



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Bangor Public Schools  
**DATE:** 05/10/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>34</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The budget narrative noted that cost-per-RLP student is \$1,315.00, which is noted as being well below the \$2,600 cost-per-RLP cap in the RFP. The proposal also indicates that the proposed program will not be charging fees to participants or their families. The in-kind contributions total roughly \$56,000 and cover things like food, staff wages, transportation. Bangor Public Schools is meeting and exceeding the 35% required contribution for transportation funding, covering a majority of the cost for the year. Overall, the budget narrative provided clear connection to the goals within Appendix D.</p> <p>The Review Team would've liked a bit more information regarding the Program Director role and how time and responsibilities would be shared between programs. The budget information provided on Form 003 indicates that the Program Director will be employed at 30 hours per week and that the full amount of that pay would come from this 21<sup>st</sup> CCLC grant proposal. It was unclear if or where other funding for the position would come from. It was also unclear how the Program Director's time would be split and paid for proportionately between programs. The Budget Forms included most of the requested information but seemed to provide very limited descriptive information in Form 005. The Review Team would've liked to see more a break down for each of the line items to better understand how costs for things like supplies and transportation were determined.</p> <p>The Review Team noted a strong partnership with the University of Maine for long-term buy in and support of proposed outcomes. The Program Advisory Board included relevant and diverse stakeholder representation. The Boys &amp; Girls Club of Bangor is noted as a new partner. The proposed sustainability plan included strategies for continuing to fund the program beyond the life of the 21<sup>st</sup> CCLC grant (i.e. partner contributions, supplemental grant funding, volunteers, donations, etc.). However, it is noted that no specific goals or timelines were provided as part of the plan. The Review Team would've like to see more clear plans for sustainability, especially from a program seeking renewal funding. The roles and commitments of partnering organizations were well defined.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>3</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 100%.</p> <p>No Tier 1, 2, or 3 schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Boys & Girls Club of Southern Maine  
**DATE:** 05/10/22

**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:** Erin Frati, Kayla Hartt, 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"/>	Included but wasn't completed/printed from the proposal website
2. Debarment Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Included but wasn't completed/printed from the proposal website
3. Abstract	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Included but wasn't completed/printed from the proposal website
4. Program Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Included but wasn't completed/printed from the proposal website
5. Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Included but wasn't completed/printed from the proposal website

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

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Boys & Girls Club of Southern Maine  
**DATE:** 05/10/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	6
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	3
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	8
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	1
<b>Section II Total (Max. 55 Points)</b>		<b>48</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Boys & Girls Club of Southern Maine  
**DATE:** 05/10/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	5
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	10
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		32

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	0
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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	1
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)						2
OFFICIAL SCORE (Max. 100 points)						82

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Boys & Girls Club of Southern Maine  
**DATE:** 05/10/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: <b>55</b>	Score: <b>48</b>
<p><b>Evaluation Team Comments:</b></p> <p>The planning process for the proposal included 6 meetings and roughly 6 hours of planning time that spanned roughly 3 months. The Review Team noted that, while the planning period was short, it seemed adequate for the scope of the project. There were a variety of stakeholders included in the planning meetings, including those from partnering agencies.</p> <p>The Bidder noted high instances of student homelessness for target student population. Student assessment scores are noted as being below the national average and instances of student attendance/absenteeism being a concern. The narrative provided indicated that serves would be provided 5 days per week and that there would be positive impacts on student academic achievement and school day attendance through evidence-based programs (Brain Gain, Power Hour, etc.).</p> <p>Overall, the proposed programming seems to align with the goals noted in Appendix D of the proposal. A total of 35 RLP students are noted as being served throughout the year. Both school year and summer operational schedules meet or exceed the minimum expectations set forth within the RFP, totaling 460 hours of instruction. Staff-to-student ratios are within the range allowed in the RFP. However, it is noted that tutoring and academic enrichment programming are on the higher end of the allowable range.</p> <p>The Bidder notes linking their own curriculum to the school curriculum and teachers. The proposed staffing structure for the program would include teachers from Biddeford Public Schools. Overall, there appears to be intentional alignment between school day teachers and afterschool staff, including shared professional development and planning time. The proposed program includes providing participating students with mentor teachers that complete regular progress reports for students.</p> <p>In Appendix D of the Bidder's proposal, the strategies and activities appear adequate in supporting achievement of the proposed outcomes. Outcomes themselves also seem to be realistic. However, the Review Team noted that some goals may have been a bit low and/or did not increase over time. While this made sense for some goal areas, it was questionable in others. The Review Team questioned whether some goals were truly rigorous. The Review Team also noted that the formatting of Appendix D (as well as the rest of the proposal) did not align with the online proposal that was to be used by all Bidders. This made some aspects of the proposal more difficult to review.</p> <p>The Bidder has an existing employee in mind for the Program Director role. The Bidder already holds another grant for "KMS" and proposed Program Director has been successful in working with "KMS" staff to support programming. With regard to support from school leadership, the narrative provided speaks to teachers and "BMS", but there was no indication of the building principal or other administrators being actively involved in supporting the program. It was unclear what the role of program volunteers would be (i.e. what would they contribute to the program).</p> <p>The narrative provided around program evaluation indicated using a variety of measures to triangulate program data. Once evaluation results are available, the Bidder indicated sharing those results with stakeholders. However, it wasn't clear how often the Bidder would leverage the results of evaluation work. It also wasn't entirely clear how the Bidder would share the data from evaluations or use the data to make improvements to the program. More information related to the timeline for this work would have also been helpful.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Boys & Girls Club of Southern Maine  
**DATE:** 05/10/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>32</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder's proposed cost per RLP student is \$2,000. The program is also proposing a \$5.00 annual membership fee that can be waived for families that cannot afford to pay. The Review Team questioned the need for this annual fee and/or why the Bidder wouldn't have requested slightly more grant funding to cover this cost. In-kind funding totaled roughly \$39,000, which included administrative support, supplies, transportation, and other services. It is noted that Biddeford Public Schools is covering most of the transportation costs for the year. The budget narrative provided includes a logical connection between the goods and services to be paid for and the proposed outcomes for the program.</p> <p>Overall, the budget forms appeared to include accurate figures. The Review Team had to double-check figures, as the Bidder did not use the correct online budget forms. Some of the line items (Form 005) could've been more descriptive. For example, it would've been helpful to have a breakdown of how telephone, supply, transportation, etc. costs were arrived at. There was a notable amount of in-kind contributions and other funding sources supporting program expenses (i.e. staffing costs, food, administration). It was good to see the full breakout of staffing positions for both school year and summer programming, including those who are funded through the grant and through other funding sources. However, the Review Team questioned the Program Director only having 15 hour per week associated with this program.</p> <p>The Program Advisory Board included representation from the Bidder's organization, school district, and Apex Youth organization. Representation from other key stakeholders (teachers, parents, etc.) were missing from the proposal. The Sustainability Plan included in the proposal had many of the action steps needed for successful implementation. However, there wasn't a great deal of information provided on a timeline or goals/benchmarks to be reached. This section of the proposal could've been a bit stronger had these missing pieces been included. The Bidder's narrative on the roles and commitments of key partners section included information for the three (3) key partner organizations included in the proposal.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>2</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 43%.</p> <p>One or more Tier I schools have been included in the proposal.</p> <p>Overall, the proposal provided a moderate level of evidence for other need, citing high rates of homelessness and school day absences among target student population.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Biddeford)  
**DATE:** 05/10/22

**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:** Erin Frati, Kayla Hartt, 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)**

<b>Planning (Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program (Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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	1
<b>Program Design (Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Biddeford)  
**DATE:** 05/10/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	4
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	4
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	9
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	2
<b>Section II Total (Max. 55 Points)</b>		46

**Section III. Budget Proposal (38 Total Points)**

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



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Biddeford)  
**DATE:** 05/10/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	11
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		35

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					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		
ESEA Accountability Status:					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			
Other Need:					2	1
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)						2
OFFICIAL SCORE (Max. 100 points)						83

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Biddeford)  
**DATE:** 05/10/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <b>46</b>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder's planning process was robust, including over 30 meetings and work sessions with various stakeholders. Meetings occurred over a 4-month period, totaling over 25 hour of planning time. The meeting dates were somewhat out of order in the proposal. It was also somewhat difficult to discern whether the meeting participants were from the bidding organization, lead partner, or other partnering agencies. Some more clarify around which organization each meeting participant was from would've been helpful.</p> <p>The information provided in the need for program section included students being raised by single parents or being raised by grandparents. Over 51% of students in Biddeford qualify for SNAP benefits, 37% qualify for TANF benefits, and 65% of 4<sup>th</sup> graders at Biddeford Intermediate School qualify for Free and Reduced Lunch. Biddeford is also home to the largest population children served by CDS. The requested information on <i>how</i> the Bidder would address needs was provided, but minimal as compared to information on community needs.</p> <p>The narrative around program design strong, referencing best practices in academic support programming. The program design also includes maximizing learning time through hands-on STEM learning. The proposed program would serve 60 students throughout the year, 40 of which would meet RLP status. School year and summer operational targets meet the minimum requirements noted in the RFP, with Summer being slightly over the required minimum requirement. The staff-to-student ratios for each programming type is noted as being "1:10", which does not meet the requirements of Appendix H in some instances (tutoring, for example, should be no more than 1:8).</p> <p>Review Team liked how the Bidder prioritizes teacher employment within the program to bolster the connection between the school day and afterschool programming. Youth development professionals would also be sought to work in the program. The overall response for safe program environment was strong, citing both physical and emotional safety supports and processes. Student enrichment clubs were noted as being positive, but the Review Team questioned how student voice came into play and how students had input into the programming that is provided.</p> <p>Within Appendix D of the proposal, the overall goals are noted as being a bit low, but reasonable given the student population being served (81% of students are already meeting proficiency in reading and 78% in math). The goals align with the requested outcomes and several do show an increase in positive outcomes over time. The strategies and activities related to various goals were present. However, the Review Team noted that some areas were more well-developed than others.</p> <p>The response for Program Management indicated that the Bidder has a Program Director already in place and that this would be a shared role with an existing 21<sup>st</sup> CCLC program site. The partnership with the school indicates sharing of relevant program data. However, there wasn't much evidence of active collaboration on the part of school leadership. The Review Team would've liked to see more active buy-in/support from school administration. Program staff will be able to participate in differentiated professional learning to meet their specific needs. The proposal included a robust communication plan with various mediums leveraged to share program information with key stakeholders. The process of securing volunteers was well-developed and included an orientation and other trainings to support the work of volunteers.</p> <p>The Bidder provided several examples of program evaluation tools that would be leveraged to determine the effectiveness and future needs of the proposed program. A plan was presented to annually conduct a needs assessment and review the results of that plan to drive program improvement efforts. The results of the evaluation work are noted as being shared with the Advisory Board, School Board, and other relevant stakeholder groups.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Biddeford)  
**DATE:** 05/10/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>35</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The budget narrative indicated a cost per RLP student of \$2,600. While this is within the allowable cost per RLP student, the Review Team noted that this amount is the highest cost per RLP student allowed in the RFP. The narrative notes that no program fees will be charged to participating students. In-kind contributions totaled roughly \$49,000.00 in the areas of administration, transportation, contracted services, food, equipment, etc. Overall, the expenses included within the budget narrative seem to support the achievement of program goals outlined in Appendix D.</p> <p>Within the budget forms, Biddeford Public Schools is noted as contributing \$8,960.00 towards transportation costs, which meets the 35% contribution requirement with the RFP. Budget level descriptions for each line item are adequate but could've been a bit more explicit. For example, funding breakdowns for certain areas like transportation costs would've been helpful. Overall, costs seem reasonable, given the scope of the proposed program.</p> <p>The Bidders has provided evidence of a strong Advisory Board, with diverse representation from different stakeholder groups. However, it is noted that there is not parent representative on the Board. An organizational sustainability plan is noted as being in the works. However, there did not appear to be a plan specific to this proposal. The Review Team would've liked to see more details regarding specific goals and a more detailed timeline for work specific to this proposal. The Bidder did a great job of outlining roles and goals for each of their key partner organizations.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>2</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 46%.</p> <p>No Tier 1, 2, or 3 schools have been included in the proposal.</p> <p>Overall, the proposal provided a moderate level of evidence for other need, citing higher than school average poverty for 4<sup>th</sup> grade students as well as high instances of students living in single-parent households or being raised by grandparents.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Portland)  
**DATE:** 05/11/22

**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:** Erin Frati, Kayla Hartt, 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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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	1

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Portland)  
**DATE:** 05/11/22

<p>Elements of high quality programming:</p> <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
<p>All six (6) of the program goals for the 21<sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	6
<p>All proposed outcomes in Appendix D 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
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Elements of program management:</p> <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	10
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	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
<b>Section II Total (Max. 55 Points)</b>		<b>50</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Portland)  
**DATE:** 05/11/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	12
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		35

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	2
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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	1
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)						4
OFFICIAL SCORE (Max. 100 points)						89

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Portland)  
**DATE:** 05/11/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: <b>55</b>	Score: <b><u>50</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder and Portland Public Schools held 39 meetings over the course of 4-months to review the grant program and develop the proposal, totaling over 25 hours of planning time. The Review Team noted that it was often difficult to discern which organizations were represented in the planning meetings and process, as only the names of individuals are provided.</p> <p>There is a very clear need within the community and the Bidder provides adequate detail regarding the needs of students and families in Portland. There are high populations of students and families who are English learners as well as students living in poverty. Roughly 50% of more of students to be served are not proficient in math or literacy. Neither school included in the proposal currently have any sort of alternative programming that would support these students' needs. The Bidder's proposal includes a plethora of avenues by which they Bidder will support the needs of students and families that have been identified within the proposal. This was a very strong section of the proposal.</p> <p>The proposal includes two (2) program sites and indicates the bidder would serve 150 students annually, of which, 121 would meet RLP status. The Review Team notes that the school year and summer operational schedules appear to be inverted, with the summer program schedule information provided for school year and vice-versa. This makes it appear as though the Bidder is not meeting the required number of days and hours of instruction for school year programming. Staff-to-student ratios were also inverted, noting that there would be 10 staff to every student in the various types of programming. If the intent was to have a ratio of 1:10, the Bidder's proposal would meet requirements for enrichment and recreation programming, but not for homework help and tutoring.</p> <p>There is focus and consistency in connecting the 21<sup>st</sup> CCLC program with the school day programming occurring at the two schools. The Bidder provided a strong response around student voice and choice, citing things like differentiated learning for participating students. There is a strong emphasis on also meeting the social and emotional needs of participating students. Programs are noted as being hosted at each school and that there is a natural transition from the school day program to the afterschool program.</p> <p>The strategies, activities noted in Appendix D of the proposal were strong and offered clear details on the actions that would be taken. Overall goals appeared to a good balance of reality and rigor. The Review Team noted the family engagement section was particularly strong, including specialized supports for EL families. It was noted, however, that the percentage of staff and school personnel who would regularly attend meetings seemed a bit low. The Team would've also like to see increased fundraising goals for future years when the 21<sup>st</sup> CCLC award amount would be reduced.</p> <p>The Bidder already has a full-time Program Director and Assistant Director. Staff and professional development are based on current research in the areas of positive youth development. Some professional learning is for full staff, while others are more targeted to the needs of individual staff. Intentional reflection time is also noted within the proposal; the Review Team viewed this as positive. There is strong evidence of active collaboration between the Bidder and school leadership, including monthly advisory board meetings. The Bidder's response notes many different tools for communication with partners and stakeholders. However, the Team would've liked to have seen more about the frequency at which communication is taking place. Transportation is provided for all students and staff will sometimes ride along bus routes, as needed, to ensure that students have a safe experience getting home. The Bidder has a clear screening process for use of volunteers and have high expectations for those serving in volunteer roles.</p> <p>The program leverages several evidence-based research tools (YPQA, NWEA, F&amp;P, etc.) as part of its evaluation work. The narratives provided that the Bidder's needs assessment would be conducted on an annual basis and that a continuous improvement process would be carried out during the year. However, the responses provided did not offer a more detailed timeline for the work. Once completed, evaluation work is shared with the Program Advisory Board and School Board (upon request). The Review Team felt more information could've been provided regarding the timing of the work and how sharing evaluation results would be used to build support for the program.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Portland)  
**DATE:** 05/11/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>35</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder's budget narrative notes serving 121 RLP students, at a cost of \$1,983.00 per RLP student. This is well below the \$2,600.00 per RLP student funding cap. The narrative provided indicates that no program fees will be charged to students or families. The Review Team noted an impressive amount of in-kind contributions from various partners, totaling roughly \$126,000. Overall, the budget narrative seemed to align well with the figures included in the budget forms and the goals established in Appendix D.</p> <p>The budget forms were very detailed and provided cost breakdowns for various items. The Review Team appreciated this, as it made it very easy to understand how various figures were determined. There was, however, some confusion within the staffing budget. Some split-funded staff positions were broken out by 21<sup>st</sup> CCLC funding and other funding sources, while others (Program Director, Associate Director) were not. It would've been nice to have the full budget amounts for all positions included in the proposal. The total transportation cost of the program was roughly \$24,000, with Portland Public Schools contributing roughly 50% of the overall cost.</p> <p>The Program Advisory Board includes a wide variety of stakeholder representation. However, the Review Team did note that there are no parents currently serving on the Advisory Board. The proposal included a preliminary sustainability plan that seemed to rely heavily on additional funding and support from Portland Public Schools. However, there were several other strategies included—such as applying for additional foundation grants, growing corporate sponsorships, etc. The information provided seems to be more a summary of action steps from a larger organization plan as opposed to specific goals or timelines for this proposal. The roles and commitments of key partners were well-defined.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>4</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 66%.</p> <p>One or more Tier 1 schools have been included in the proposal.</p> <p>Overall, the proposal provided a moderate level of evidence for other need, citing students of color and economically disadvantaged students being disproportionately impacted by the pandemic.</p>		



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Saco)  
**DATE:** 05/12/22

**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:** Diana Allen, JoAnne Dowd, Rebecca Kirk

**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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Evaluation of community needs and available resources for the community learning center(s)	3	2
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	2	2
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	2
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	1

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Saco)  
**DATE:** 05/12/22

<p>Elements of high-quality programming:</p> <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	4
<p>All six (6) of the program goals for the 21<sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
<p>All proposed outcomes in Appendix D 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
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Elements of program management:</p> <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	10
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ol style="list-style-type: none"> <li>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;</li> <li>be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ol>	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
<b>Section II Total (Max. 55 Points)</b>		<b>45</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Saco)  
**DATE:** 05/12/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	10
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		32

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
<u>Poverty Level:</u>					3	0
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>					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>					2	0
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)						0
OFFICIAL SCORE (Max. 100 points)						77

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Saco)  
**DATE:** 05/12/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: <b>55</b>	Score: <b>45</b>
<p><b>Evaluation Team Comments:</b></p> <p>The planning process spanned roughly 4-months and totaled over 20 hours of planning time. The proposal indicated that a small group of individuals were involved in the planning process. The Review Team noted that it was difficult to determine which organizations were represented. The planning seemed to heavily rely on staff from the bidding organization and less on collaboration with partners.</p> <p>The needs assessment section of the proposal cited several data points, including high rates of poverty and low academic achievement in the areas of math and literacy. That said, the Review Team questioned the some of the poverty data and the 23% unemployment rate for Saco that was mentioned in the Bidder's response. The Review Team would've liked a bit more context as to where the data provided came from and how recent the data is. The Bidder notes that the various services provided by the proposed program would address the identified needs of students brought on by the pandemic and the resulting impacts on student learning.</p> <p>The Review Team liked the emphasis on hands-on learning and student choice as well as EL supports for students. There was clear, positive collaboration with teachers to target students for program services. Staff-to-student ratios met the RFP requirements for enrichment programming and recreation, but not for tutoring. The Review Team noted that the programs RLP target of 40 students exceeded the total population of 38 LP students in the school. It was unclear how the Bidder would meet its RLP target, given that there aren't enough low-performing students in the school to reach the goal. The summer and school year operational schedules seemed to meet the minimum requirements in Appendix H, with summer instructional hours slightly exceeding the minimum. However, the Review Team noted a potential error in the information provided. The Bidder notes providing 4 hours per day of school year programming, which would result in 480 hours of instruction as opposed to the 240 noted in the proposal.</p> <p>The Review Team noted that the leadership support response was a bit vague in terms of who would specifically support the proposed program. The term "school leaders" was used as somewhat of a catch-all term. Response indicates hiring staff from the school day program to work in the afterschool program to support consistency for students between programs. The response for student-driven programming appeared to be a "cut and paste" from another document or proposal, as it indicates working with 4th grade students from Biddeford. The overall response provided for physical and emotional safety was strong. The Team liked seeing that program staff would "ride along" when transporting students home to ensure student safety.</p> <p>The strategies and activities outlined within Appendix D of the proposal were well-developed and made sense. It was noted, however, that the Bidder had some incorrect information in the strategies and activities for visual and performing arts on page 50. There was mention of "cultural enrichment programs" but no goal associated with that area. The proposed outcomes also appeared realistic for the program. However, the Review Team noted that many of the goals didn't seem rigorous. For example, 12% of the 40 RLP students in demonstrating improvement on assessments would only be 5 students.</p> <p>The Bidder indicates that the Program Director role would be fulfilled by an existing employee who would split their time between the proposed program and another 21<sup>st</sup> CCLC program. There appears to be adequate support from school leadership, though the Bidder's response was a bit vague in some respects. There is an impressive amount of professional development opportunities for staff. However, the Review Team was curious when this training would take place. While the Review Team did have a couple of minor questions in this area of the proposal, the Team felt the responses throughout this part of the proposal were strong.</p> <p>Within the program evaluation section of the proposal, there was a direct link between the feedback gathered and taking concrete action steps based on the data. It is noted that the Youth Program Quality Assessment (YPQA) tool and compliance data would be used to drive evaluation work. Things like analysis of student test scores, attendance rates, and survey responses from various stakeholder groups are also included in their evaluation work. The Bidder notes having an annual quality improvement plan but was not very descript on how they would widely share that information beyond communication with the School Board.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** LearningWorks (Saco)  
**DATE:** 05/12/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>32</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The budget narrative presented addressed the areas outlined in the RFP. The budget included 40 RLP students and a cost-per-RLP student of \$2,600. While this is within the range allowed in the RFP, the Review Team noted that the cost seemed high. The proposal includes roughly \$67,000 worth of in-kind, with most of the in-kind coming from Saco Public Schools. The proposal notes that no fees will be charged to participating students.</p> <p>The Review Team noted that each of the explanations provided on Form 001 were cut off mid-sentence. However, the remainder of descriptions throughout the budget forms were thorough. This made things difficult for the Team to review. The overall transportation cost for the year is noted as \$33,600, with Saco Public Schools contributing \$11,760. This meets the minimum 35% contribution outlined in the RFP.</p> <p>The Program Advisory Board was made up primarily of individuals from the bidding organization and the partnering school district. The proposal does note placeholder positions for teachers and parents, but those individuals have not yet been determined. It was also noted that some of the partnering organizations named earlier in the proposal were not listed as part of the Advisory Board. The sustainability plan presented in the proposal seemed like a general plan for the bidding organization as opposed to being specific to the submitted proposal. The Review Team would've liked to see more of a developed plan and timeline that were specific to this proposal. The roles and commitments of key partners are clearly defined for the Bidder and Saco Public Schools. However, the remaining partners to the proposal are not described.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>0</u></b>
<p><b>Evaluation Team Comments:</b></p>     <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 31%.</p> <p>No Tier 1, 2, or 3 schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lee Academy  
**DATE:** 05/12/22

**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:** Diana Allen, JoAnne Dowd, Rebecca Kirk

**POINT SUMMARY**

**Section I. General Information (Pass/Fail)**

Required Item	Pass	Fail	Comments
1. Cover Sheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lead partner is Thomas College but no contact info for them is provided
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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	1
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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	2
Staffing ratios alignment with the recommended instructor to student ratios outlined in Appendix H	2	1

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lee Academy  
**DATE:** 05/12/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	3
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	3
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	2
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	7
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	1
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	2
<b>Section II Total (Max. 55 Points)</b>		<b>30</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lee Academy  
**DATE:** 05/12/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	4
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	9
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> CCLC program funding after the anticipated award period ends	5	1
Roles and commitment of key partners, including involvement with program design and implementation	4	2
<b>Section III Total (Max. 38 points)</b>		21

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	2
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		
ESEA Accountability Status:					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			
Other Need:					2	0
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)						2
OFFICIAL SCORE (Max. 100 points)						53



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lee Academy  
**DATE:** 05/12/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>30</u>
<p><b>Evaluation Team Comments:</b></p> <p>The proposal was developed over a 3-month period, which spanned 15 meetings and roughly 20 hours of planning time. The planning process outlined within the proposal demonstrated that only a few individuals were involved in the planning process. It was also somewhat unclear to the Review Team which organization each individual represented. It did seem that some relevant stakeholder groups (i.e. parents, community members, etc.) may not have been involved or represented in the planning process.</p> <p>The needs assessment portion of the proposal provided more of a description of the two program sites (i.e. locations, towns and grade levels served, etc.) as opposed to identifying the particular needs of those school communities. Many assertions were made regarding the need for the program without relevant data to support those claims. The Review Team would've like to see more data related to poverty, student achievement, and other metrics that would have better demonstrated the needs of students and families.</p> <p>The relationship between Lee Academy and Mt. Jefferson Junior High School was unclear. The Review Team wondered how this partnership came to be. It was also unclear how Thomas College would support the proposed program. As the lead partner organization for the proposal, the Review Team would've expected more information on the active role Thomas College would have in the design and delivery of programming. The Bidder notes serving 110 students, 93 of which would reach RLP status. It is noted that there appeared to only be 93 low-performing youth across both schools. The Review Team questioned the likelihood that the resulting program could have 100% of its low-performing student population meet RLP status. The summer and school year operation targets appear to have been inverted. This means that the Bidder's proposal currently meets RFP requirements for summer programming, but not for school year programming. The Review Team also noted that the staff-to-student ratios appears to be ranges for each activity category instead of the actual "1:X" figure requested in the RFP.</p> <p>The Bidder's responses throughout the elements of high-quality programming were often vague or seemed to be disconnected from best practices in programs that support positive youth development. For example, the Bidder's approach to training program staff was very non-descript and left the Review Team with questions as to <i>how</i> training would be carried out. The Review Team did like that students would have the opportunity to meet with program leadership and help plan programming and activities that would be available.</p> <p>The strategies and activities outlined in Appendix D varied greatly in terms of how well-developed they were. Some areas included very minimal responses, while others included more robust details as to how things like literacy achievement or physical activity would be supported. The Bidder's proposed outcomes, particularly those in the academic improvement section, seemed achievable but did not seem rigorous. The academic improvement outcomes were also not differentiated at all, meaning the Bidder proposed the same outcomes for things like student assessment scores and teacher survey results.</p> <p>The Bidder does not have a Program Director but would hire one if awarded a grant. It appeared that much of the administrative work for the program would be placed on this newly hired individual. The program collaboration with the partnering school leadership seems focused on building principals and school guidance counselors. The Review Team would've liked to see more direct communication with teachers in the school buildings, particularly about the academic needs of students. The information provided around staff professional development was a bit vague; it was unclear what sorts of training staff would receive. With regard to volunteers, it was unclear why Thomas College was not named as an organization that support securing volunteers for the program.</p> <p>The Bidder's response around program evaluation started off by reiterating information from the needs assessment section of the proposal and did not articulate any information regarding their plans for evaluating the proposed program. The Review Team did not feel the Bidder understood what was being asked in this section of the proposal. The Bidder indicated pulling data from several sources (grades, assessment scores, survey results, interviews, etc.) to conduct an annual assessment of the program. The narrative responses provided also indicate, generally, that the results of evaluation work would be used to make improvements to the program and to train program staff in areas needing additional attention. It is also noted that the evaluation results will be shared with the Advisory Board, staff, and school administrators. The Review Team questioned whether an established program evaluation tool would be more effective at supporting improved outcomes for the program.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lee Academy  
**DATE:** 05/12/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>21</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The budget narrative indicated that a minimum of 93 RLP students would be served, meaning the cost-per-RLP student is \$2,580. This is just below the \$2,600 cap noted within the RFP. The Bidder's response indicates that there will be no program fees charged for participants. Some of the expenses noted within the budget forms are not described in the budget narrative. For example, the planetarium equipment noted of Form 004 is not described. Overall, the budget narrative provided some of the requested information, but was lacking in specificity in certain areas. The Review Team had a difficult time connecting some of the proposed outcomes in Appendix D with the expenditures described in the budget narrative.</p> <p>The transportation cost for the program is roughly \$16,000, with RSU 30 providing 60% of the transportation costs for the program. The Review Team questioned whether the Lee Academy program site would have any transportation costs and, if so, why Lee Academy was not also providing funds to support transportation costs. The Review Team noted that the number of positions in Form 003 would not be adequate to have the staff-to-student ratios noted earlier in the proposal. Between Site Coordinators and frontline staff, each program site would have only 3-5 staff members. In reviewing the proposed equipment purchases on Form 004, the Review Team highly questioned the proposed "planetarium equipment" totaling nearly \$17,000 in funding as a single equipment item purchase. It appeared that the intended purchase might have been several different items, in which case each item should've been listed separately on the form. There was also some level of concern as to whether these proposed expenditures would be allowable as well as how these items would help the Bidder achieve their goals. The budget forms were clear in some areas but vague in others.</p> <p>The Program Advisory Board is noted as being incredibly small and being comprised of primarily executive leadership positions from each of the partnering organizations. The Review Team would've liked to see a more diverse representation of stakeholder groups including teachers, parents, and community members. The Bidder provided a narrative response that indicated the importance of a sustainability plan and integrating the program into the community. However, there was no real plan for sustainability provided with the proposal. The Review Team would've liked to see more concrete actions steps, goals, and timeline information. The roles and commitments of key partners are vague and not clearly defined. The response provided speaks only about Lee Academy and RSU 30. There is no mention of Thomas College who, again, is named as the lead partner organization on the proposal.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>2</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 75%.</p> <p>No Tier 1, 2, or 3 schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lewiston Public Schools  
**DATE:** 05/12/22

**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:** Diana Allen, JoAnne Dowd, Rebecca Kirk

**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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	2	2
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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lewiston Public Schools  
**DATE:** 05/12/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	4
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	10
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	3
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.	3	2
<b>Section II Total (Max. 55 Points)</b>		<b>52</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lewiston Public Schools  
**DATE:** 05/12/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	5
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	11
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> CCLC program funding after the anticipated award period ends	5	1
Roles and commitment of key partners, including involvement with program design and implementation	4	4
<b>Section III Total (Max. 38 points)</b>		32

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	3
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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	0
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)						4
OFFICIAL SCORE (Max. 100 points)						88

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lewiston Public Schools  
**DATE:** 05/12/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: <b>55</b>	Score: <b><u>52</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The planning process used to develop the proposal appeared adequate, spanning 10 meetings and 25 hours of planning time. The information provided indicated that multiple stakeholders had opportunity to provide feedback on the proposal. However, the Review Team also noted that much of the development work was done by one person (the Program Director).</p> <p>The needs assessment provide within the proposal was strong, including relevant data sources on the students and communities to be served by the grant. The data presented indicates high poverty and high counts of students who are English learners. The Bidder did a great job “painting a picture” of the local program and how its services would support the needs that were identified.</p> <p>The proposal notes the Bidder serving 200 students across both sites, 150 of which would meet RLP status. The Review Team questioned the fluctuation in enrollment numbers over the course of the last multi-year grant award. It would have been helpful to have some additional context surrounding the decreases and rationale for the new targets being set at 150 RLP students across both sites, which is noted as fewer students than the previous grant years. Summer and school year operational schedules meet the minimum requirements set forth in the RFP, with summer programming exceeding the minimum. Staff-to-student ratios were within the ranges required in the RFP and noted as being on the lower end of the ranges in Appendix H.</p> <p>With regard to elements of high-quality programming, the Review Team liked that the Program Director and Site Coordinators would be hired from within the district. The narratives provided also indicated that math and literacy coaches would support the Program Director with overall implementation. The Review Team questioned whether EL instructional staff would support the program, as no information along these lines was provided. With such a high EL student population being served, the Review Team would’ve liked to see this specifically called out. It was also great to see that two (2) meals are being provided to students during the summer program and that the Bidder was leveraging its partnership with Bates College to secure volunteers for programming.</p> <p>Within Appendix D of the proposal, the Bidder did a good job of being intentional with goal setting. The Review Team felt many of the proposed outcomes demonstrated a high-level of accountability on the part of the Bidder. The goals themselves seem achievable, while also still having a level of rigor. That said, the Review Team did question the frequency of some activities in comparison to the number of hours regular attendees would participate. For example, there were some instances of weekly activities with only 10 hours of annual attendance. This led to some questions from the Review Team on how those activity schedules looked in actual implementation. The strategies and activities noted in this section of the proposal are somewhat mixed, with some areas being well-developed and others needing additional information or clarity.</p> <p>The Bidder notes that current staff (including Program Director and Site Coordinators) will stay in place, which is important for continuity of the program. Building principals are noted as performing regular walk-throughs of afterschool programming taking place within their buildings. The Review Team viewed these as an extremely positive aspect of programming. While the Review Team did like to see the continued partnership with Bates College and their volunteers, it would have been great to see more about the additional partnerships that have been built over the years.</p> <p>The evaluation work noted in the proposal includes using a variety of data sources (PQA, SAYO, assessments, etc.) to evaluate the effectiveness of the program. The Review Team liked seeing that the program would leverage monthly newsletters and regular presentations to disseminate information about the program to stakeholders. The formal evaluation process appeared to have different components conducted at different times throughout the year and at somewhat different frequencies (annually, twice per year, etc.). The Review Team did note that the Bidder’s plans for using evaluation results to drive program improvement efforts could have been stronger. The information presented was a bit vague as to <i>how</i> the information would drive improvement work.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Lewiston Public Schools  
**DATE:** 05/12/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>32</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The proposal includes serving 150 RLP students throughout the year, resulting in a cost-per-RLP student of \$1,600. The narrative provided indicates that no fees will be charged to participants. The proposal included a notable amount of in-kind from the school district as well as cash contributions from other partner organizations. The Review Team did note that the in-kind volunteer hours provided by Bates College were not mentioned in the budget narrative. This would have been a great opportunity to further illustrate the partnership that exists between the Bidder and Bates College.</p> <p>It is unclear whether the Bidder has met the 35% transportation contribution requirement of the RFP. Budget Form 005 notes a total transportation cost of \$90,000 for the year, with either \$30,000 or \$60,000 being contributed by Lewiston Public Schools. The lack of a line-item description around transportation made it difficult for the Review Team to discern whether the RFP requirement has been met. Overall, the goods and services included in the budget forms seemed reasonable and aligned well with the goals for the program.</p> <p>The Program Advisory Board included a somewhat diverse group of stakeholders but was heavily made up of school district personnel. The Review Team also noted that parents and community members were not represented on the board. The Bidder provided a narrative response indicating it would further advocate for inclusion of the program costs into the school budget. However, there was no real sustainability plan presented in the Bidder's response. The Review Team would've liked to see a more developed plan that specified goals, timelines, and action steps, especially from a program seeking renewal funding. The roles and commitments of key partners have been clearly defined.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>4</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 99%.</p> <p>One or more Tier I schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 29)  
**DATE:** 05/11/22

**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:** Erin Frati, Kayla Hartt, 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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 29)  
**DATE:** 05/11/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	4
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	6
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	3
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	9
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	2
<b>Section II Total (Max. 55 Points)</b>		<b>48</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 29)  
**DATE:** 05/11/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	4
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	12
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		32

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	2
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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	0
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)						83

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 29)  
**DATE:** 05/11/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>48</u>
<p><b>Evaluation Team Comments:</b></p> <p>The proposal was developed over 17 meetings that took place over a 9-month period, totaling over 15 hours of planning time. Multiple stakeholders were evident as being involved in the planning process and meetings. Parents, teacher, staff, and student surveys were conducted to inform the planning process.</p> <p>The Bidder was able to provide a strong rationale for community need, citing several data points on the socioeconomics of the areas served by the program as well as the academic needs to students that would be served. There was also a strong response on how the academic and social-emotional needs to students would be met through the proposed program.</p> <p>The program design narrative was well-developed. The Review Team liked the idea of flexible scheduling for work with parents, including both evening hour and weekend opportunities. A total of 100 students would be served throughout the year, 60 of which would reach RLP status. The proposed summer operational schedule meets the state minimum requirement, while school year programming exceeds it. The staff-to-student ratios noted within the proposal seemed to include the ranges from Appendix H as opposed to actual targets for each activity type. The Review Team would've liked to see specific "1:X" ratios for each activity type. The Bidder emphasized collaboration as a strategy for achieving academic outcomes but was not specific as to the activities that would directly support achievement of those outcomes.</p> <p>The Bidder will recruit RSU 29 staff who are familiar with students to work within the program. Professional development will be coordinated to focus on the needs of students. There was a clear communication plan between the Bidder and school district partner. The Review Team expressed some concerns with the response for strong instructional leadership. The Team questioned lesson planning being optional and not required for staff working with students. The Review Team also wasn't entirely clear on the role of the SEL program or how it links to the school day. Additional information on this would've been helpful. The Bidder notes having a Student Advisory Board and leveraging student survey data to inform programming.</p> <p>Within Appendix D of the proposal, the Bidder provides several instances of proposed outcomes being a range of outcomes (i.e. 20 to 30 times per year) instead of committing to a particular outcome. This led to the Review Team questioning whether plans around particular program areas had been fully developed. Overall, the strategies and activities information provide for each goal were well-developed. Many of the proposed outcomes seem realistic. However, the Review Team somewhat questioned whether they were rigorous. Some outcomes seemed like they would naturally occur as opposed to being things the program would work toward.</p> <p>The Bidder indicates needing to hire for the Program Director role and outlines the requirements for the person who will fulfill that position. There was strong evidence of support from the partnering school district. However, the Review Team questioned the level of work being put on school leadership and staff. The Review Team also noted a lack of specific communication plans for student progress with parents.</p> <p>The responses provided within the evaluation portion of the proposal appeared to align well with the requirements of the RFP. There is a plan for an annual evaluation of the program, which is conducted by a diverse committee of partnering stakeholders. The Review Team liked that the partnering agencies are able to share data to better track student progress over time. There was also indication that the results of evaluation work would inform the professional development available to program staff. The Review Team would've liked to see a bit more specific information as to how the results of evaluations would drive improvement efforts instead of a generic statement that they would.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 29)  
**DATE:** 05/11/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>32</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The program intends to serve a total of 60 RLP students, resulting in a cost-per-RLP student for \$2,600. This is the highest amount allowed in the RFP. There are examples of program fees being charged for things like field trips. The narrative also notes that families are encouraged to make donations to the program. However, the Bidder notes that those fees would be waived for families that could not afford them. The Review Team questioned what these additional donations and program fees would support in terms of program costs. The proposal includes roughly \$60,000 worth of in-kind contributions are included in the budget, with nearly all of it coming from RSU 29. The Review Team questioned why none of the several other partners listed in the proposal appeared to be contributing to the budget through cash funding or in-kind resources. The budget narrative seems to align well with the goals presented in Appendix D.</p> <p>The RSU 29 school district is noted as covering 100% of transportation costs for the proposed program. Overall, the budget forms included sufficient details to easily discerned how budgeted amounts were determined. The proposed goods and services to be purchased with grant funds appear to align well with the proposed outcomes in Appendix D.</p> <p>The Program Advisory Board includes a mix of representation from the Bidder, RSU 29, and community members. However, it is noted that the Board appears to be made up heavily of school district personnel. The sustainability plan presented includes several strategies for supporting the long-term sustainability plan for the program. However, the response provided did not offer any specific goals, timelines, or definitive actions steps to support sustainability work. The roles and commitments of the Bidder and lead partner are clearly outlined. However, the Review Team questioned the process for hiring staff for the proposed program. It was unclear why RSU 29, and not Maine Family Resource Center, would be tasked with hiring and supervising program staff.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>3</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 70%.</p> <p>One or more Tier I schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 89)  
**DATE:** 05/13/22

**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:** Diana Allen, JoAnne Dowd, Rebecca Kirk

**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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	2
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 89)  
**DATE:** 05/13/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	2
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	9
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	2
<b>Section II Total (Max. 55 Points)</b>		<b>48</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 89)  
**DATE:** 05/13/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	12
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		36

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					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		
ESEA Accountability Status:					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			
Other Need:					2	1
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)						2
OFFICIAL SCORE (Max. 100 points)						86

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 89)  
**DATE:** 05/13/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <b>48</b>
<p><b>Evaluation Team Comments:</b></p> <p>The planning process within the proposal included teachers, students, and other relevant stakeholders. However, the Review Team would've liked more specific information around which partners were involved in the planning process. The planning process spanned roughly 2.5 months, totaling 12 planning meetings and roughly 14 hours of planning time.</p> <p>The Bidder's assessment of need included a good mix of community, health, and academic data with specific sources of data provided. Student survey data was also leveraged to demonstrate need. For example, 43% of students noted they would be home watching television or playing video games if not engaged in the 21<sup>st</sup> CCLC program. The Review Team also noted a high dropout rate for the school district of 22%. Overall responses here were strong and the Bidder provided a sound plan for how the identified needs would be addressed through the proposed program.</p> <p>The program design section included relevant and flexible services that the Review Team felt aligned well with the academic goals in Appendix D. It was also nice to see the intentional collaboration with the Title I program for additional academic support during the summer. The proposal notes serving 70 students throughout the year, 36 of whom would meet RLP status. The proposed summer and school year operational targets both exceed the minimum requirements set forth in the RFP. However, the Review Team noted that more of an extended summer program could be helpful for working families during the summer months. The staff-to-student ratios presented in the proposal are simply a reiteration of the ranges from Appendix H. The Review Team would've liked to have seen specific ratios for each activity type (i.e. 1:X), as was requested in the RFP.</p> <p>The Review Team would've liked a bit more specificity on how school leadership would support the program. It was great to see that the Bidder is proposing to offer before and afterschool programming. This gives additional support opportunities to students that want to also participate in sports and other after school activities. Bidder's response was not specific as to what sort of professional development opportunities would be provided for staff. The Review Team felt that a renewal program should have more of a sense of the types of professional learning that would be providing. A Student Advisory Team is leveraged to help gain input and feedback from students regarding the design and delivery of program activities. Bidder's response notes the use of team-building activities in the afterschool program to make students feel connected and safe. Students are also noted as having access to intervention technologies; this demonstrated an intentional approach to supporting all learners.</p> <p>Appendix D of the proposal included good descriptions of the strategies and activities that would be leveraged to support the achievement of identified outcomes. That said, the Review Team did note that the academic improvement targets were low and that there was no differentiation between the percentage of students that would demonstrate growth, move from non-proficient to proficient or above, etc. The Team would've liked to have seen more intentional goals that were established based upon data the Bidder has gathered over the last few years. The Review Team felt the parent and family engagement section of Appendix D was strong. However, this was another area where some of the proposed outcomes seemed like they could've been more rigorous.</p> <p>Under Program Management, it was unclear to the Review Team whether the renewal program would be rehiring its existing Program Director or hiring a new Program Director. The Director is noted as being employed at the minimum of 30 hours required in the RFP. The Bidder spoke of being supported by RSU 89 "administrators" generally. However, the Review Team would've like to see more specifics regarding the role of the school principal in supporting the success of the program. The response provided for leveraging volunteers was strong; the Team liked seeing that 52% of parents willing to serve as volunteers in the program.</p> <p>The Bidder's proposal included a relatively strong response in the program evaluation section. Multiple stakeholders are noted as being involved in the process and data will be collected through a number of different avenues (PQA, SAYO, state assessments, etc.). It is noted that evaluation work will happen "regularly". However, the Review Team would've liked more specificity here. It was unclear if "regularly" meant annually, semi-annually, quarterly, or something different. The responses provided indicated strong plans for disseminating information resulting from program evaluation work and leveraging the data to guide improvement work.</p>		



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** Maine Family Resource Center (RSU 89)  
**DATE:** 05/13/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>36</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The requested award amount totals \$93,600, which equates to a \$2,600 cost-per-RLP student. This is within the allowable range in the RFP but noted as being at the top of the allowable range. The program is free to all students, but families are encouraged to make donations (not required). Some special trips and activities would require additional fees. However, these fees would be waived for families that could not afford to pay them. The budget narrative provides a summary of the additional funding and in-kind resources by expense category. However, there was no indication for dollar amounts for these areas.</p> <p>The total annual transportation cost for the program is noted as \$10,300, with \$9,000 being provided by RSU 89. This meets and exceeds the 35% transportation contribution required in the RFP. The Review Team was surprised but happy to see the significant investment being made in staff positions. The Team also noted that some of the partnering organizations noted earlier in the proposal were not included in Form 001 as providing any in-kind resources. The budget forms, overall, provided a good level of detail to easily discern what certain expenses were for. The information provided within the budget forms also had logical connections to the goals and outcomes established for the program.</p> <p>The Program Advisory Board included an excellent diversity of stakeholders. The Review Team liked seeing several community members and parents serving on the board. The sustainability plan was well-developed and very specific. The Bidder spoke to building community awareness through service-learning projects in the community and also seeking funding from specific organizations. There was also a good amount of detail on expanding partnership with specific partnering organizations. However, the Team did note that the plan was missing information on a timeline (i.e. when certain actions steps would be completed). The Bidder provided clear descriptions of the roles and commitments of key partners. However, the Review Team questioned why RSU 89 and not Maine Family Resource Center would oversee program staff.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>2</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 57%.</p> <p>No Tier 1, 2, or 3 schools have been included in the proposal.</p> <p>Overall, the proposal provided a moderate level of evidence for other need, citing a high dropout rate of 22% within RSU 89.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 24  
**DATE:** 05/13/22

**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:** Diana Allen, JoAnne Dowd, Rebecca Kirk

**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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	2	2
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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 24  
**DATE:** 05/13/22

Elements of high-quality programming: <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	5
All six (6) of the program goals for the 21 <sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of: <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
All proposed outcomes in Appendix D match the required performance measures (percentages, numbers, frequencies, etc. are provided where requested) and appear realistic, given size and scope of the proposal	4	2
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Elements of program management: <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	10
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of how the program(s) will be based on the following “measures of effectiveness”: <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	4	4
Periodic evaluation to assess the providers progress toward its goal of providing high-quality opportunities for academic enrichment	3	2
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.	3	1
<b>Section II Total (Max. 55 Points)</b>		<b>46</b>

**Section III. Budget Proposal (38 Total Points)**

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

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 24  
**DATE:** 05/13/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	6
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	12
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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
<b>Section III Total (Max. 38 points)</b>		36

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	0
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)						2
OFFICIAL SCORE (Max. 100 points)						84

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 24  
**DATE:** 05/13/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <b>46</b>
<p><b>Evaluation Team Comments:</b></p> <p>The planning process spanned roughly 3 months, totaling 20 meetings and over 15 hours of planning time. The Review Team did note that there seemed to be a “sprint” of development throughout the month of March 2022, with one individual (K. McFarland) meeting separately with other individuals to work on the proposal. The Review Team would’ve like to see more of the work sessions including multiple individuals instead of having several one-on-one conversations.</p> <p>The need assessment section of the proposal gave good data on student demographics and community statistics. Student survey results indicated that 87% of students would lose access to food beyond the school day if the current program were to go away. Parents also reported that the loss of the program would result in a loss of safe space for their child(ren) during non-school hours and/or a loss of income. The overall need for program is strongly demonstrated. In terms of how the proposed program would meet the need of participants, the Bidder notes providing individualized student programming, enrichment activities, credit recovery opportunities, and more. Overall, the Review Team would’ve liked to see more emphasis on <i>how</i> the needs of students and families would be met, particularly for a renewal program. The Team felt that perhaps too much focus was placed on articulating need as opposed to outlining how needs would be met.</p> <p>The program description included general information on the types of activities that would be carried out. It was positive to see that the program intends to have ongoing parent outreach to share student successes and solicit program feedback. Overall, the program intends to serve 225 students throughout the year, 180 would reach RLP status. The Review Team did note a discrepancy with the student targets for the high school site. Page 10 of the proposal notes serving 100 students from the high school and 110 RLP students. The Review Team couldn't quite understand these numbers, as it would not be possible to serve more RLP students than overall students at the high school site. The Bidder plans to offer robust summer and school year programming, significantly exceeding the minimum hours set forth in the RFP. The staff-to-student ratios presented were in alignment with the requirements of the RFP, with some areas being on the lower end and others being on the higher end of the allowable range.</p> <p>The program intends to continue collaboration with Title I for student support, overlapping educational programming and resources with the school day program. Afterschool activities will allow students to meet their school-day proficiency standards. Program Director and Site Coordinator are all certified teachers. Bidder spoke to responsive classroom, PBIS, and other strategies to support physical and emotional safety for students. Strong response around use of program volunteers as an essential component to program staffing.</p> <p>Within Appendix D of the proposal, the strategies and activities presented provided a variety of examples of the types of programming that would be offered. However, the Team noted that much of the clarity was around the academic work. Some of the enrichment programming felt like it could’ve been further developed. The Review Team felt that some of the goals, particularly around academic improvement, might be unrealistic. For example, the same proposed outcomes were provided throughout each of the academic improvement goals—no matter if it was improvement in assessment scores, student proficiency, teacher survey results, etc. The Team would’ve liked to see more differentiated and specific targets set for the various performance measures.</p> <p>The Bidder intends to have a full-time Director. The school leadership support section was strong; Site Coordinators are noted as attending district staff meetings. Overall communication and requirement strategies were well-developed. The Bidder also outlined a strong professional development plan, including opportunities for peer coaching. Very strong plans for leveraging the use of volunteers from various organizations to help meet the staffing needs of the program.</p> <p>The proposed program evaluation seems sound and includes a good deal of data regarding academics, survey responses, etc. However, the Review Team questioned what sort of frequency the evaluation would be conducted on. It was not clear whether an evaluation would be conducted annually, semi-annually, etc. Overall, the responses in this section of the proposal were a bit vague when discerning <i>how</i> and <i>when</i> evaluation results would support program improvement efforts. The Team also questioned how results would be used to build community support for the program. It would’ve been great to have a more developed plan from a program seeking renewal funding.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 24  
**DATE:** 05/13/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>36</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The overall request amount totaled \$275,000, resulting in a cost per RLP student of \$1,528. This is noted as being well-below the \$2,600 cost per RLP cap noted in the RFP. The program does intend to charge one-time registration fees for both school year and summer programming. However, the fees would be on a sliding scale and no student or family would be turned away for an inability to pay fees. The narrative clearly described the goods and services to be paid for, along with the other funding and in-kind resources that would be available to the program</p> <p>The annual transportation cost to the program totaled \$22,891.00, with school year transportation costing \$13,862 and summer programming costing \$9,000. The school district is noted as contributing the required 35% transportation contribution, but only for the school year program. The school district is not contributing toward summer transportation costs, which appear to be covered by the Down East Family YMCA. Overall, the budget forms were well done and provided sufficient details to understand each of the proposed expenses. The Review Team liked seeing the various in-kind contributions from different partner organizations. The budget forms also aligned well with the content of the budget narrative and the goals established in Appendix D.</p> <p>The Program Advisory Board was robust, and it was great to see that students and parents both participating. The Review Team did note, however, that it would've been stronger to see more representation from community partners. The Bidder summarized some strategies and lessons learned around sustainability efforts to date. However, the Review Team would've liked to see more information as to specific action steps and timelines, particularly for a program seeking renewal funding. This was particularly true for a program seeking renewal funding. Overall, the roles and commitments of key partners are clearly defined.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>2</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 49%.</p> <p>One or more Tier 1 schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 68 MSAD 68  
**DATE:** 05/11/22

**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:** Erin Frati, Kayla Hartt, 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)**

<b>Planning</b> <b>(Maximum 4 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Description of the planning process used to submit the application	2	2
Planning meetings and collaborative writing sessions, including multiple parties	2	1
<b>Need for Program</b> <b>(Maximum 6 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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
<b>Program Design</b> <b>(Maximum 25 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 D	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	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 #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 68 MSAD 68  
**DATE:** 05/11/22

<p>Elements of high-quality programming:</p> <ul style="list-style-type: none"> <li>• Linkages to School Day</li> <li>• Strong Instructional Leadership</li> <li>• Safe and Appropriate Environment</li> <li>• Student-Driven Programming</li> <li>• Regular Attendees</li> </ul>	5	3
<p>All six (6) of the program goals for the 21<sup>st</sup> CCLC program have been addressed within Appendix D and include the necessary strategies, activities, and proposed outcomes in the areas of:</p> <ul style="list-style-type: none"> <li>• Academic Improvement</li> <li>• Health and Wellness</li> <li>• Educational Enrichment</li> <li>• Parent Education and Family Engagement</li> <li>• Sustainability and Collaboration</li> <li>• Professional and Staff Development</li> </ul>	6	5
<p>All proposed outcomes in Appendix D 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
<b>Program Management (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Elements of program management:</p> <ul style="list-style-type: none"> <li>• Program Leadership</li> <li>• School Leadership Support</li> <li>• Staff and Professional Development</li> <li>• Communication/Information Dissemination</li> <li>• Transportation</li> <li>• Volunteers</li> </ul>	10	7
<b>Program Evaluation (Maximum 10 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<p>Description of how the program(s) will be based on the following “measures of effectiveness”:</p> <ul style="list-style-type: none"> <li>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;</li> <li>ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;</li> <li>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;</li> <li>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</li> <li>v. collect the data necessary for the measures of student success described in subparagraph (iv) above.</li> </ul>	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
<b>Section II Total (Max. 55 Points)</b>		<b>44</b>

**Section III. Budget Proposal (38 Total Points)**

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



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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 68 MSAD 68  
**DATE:** 05/11/22

Items are addressed within the Budget Narrative: <ul style="list-style-type: none"> <li>Estimated cost per regular, low-performing student (which does not exceed \$2,600)</li> <li>Evidence is provided that there is a commitment of adequate resources for all participants</li> <li>Fee structure is described, if applicable</li> <li>Federal, State, and local program resources</li> <li>Purpose of all expenditures has been described</li> <li>In-kind contributions from partners that demonstrate the capacity to sustain programming</li> </ul>	6	5
Budget Forms – 001, 002, 003, 004, and 005: <ul style="list-style-type: none"> <li>Are complete and align with the budget narrative</li> <li>Illustrate that program transportation costs are shared, with the local school district contributing at least 35% of the overall annual transportation cost</li> <li>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)</li> <li>Provide detailed line-item descriptions (e.g., hours worked per week, rate of pay, weeks per year)</li> <li>Demonstrate a detailed and logical connection to program goals</li> </ul>	12	9
<b>Capacity for Success and Sustainability (Maximum 13 Points)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
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 <sup>st</sup> 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	2
<b>Section III Total (Max. 38 points)</b>		31

**Section IV. Priority Points (7 Total Points)**

Priority Points (Maximum 7 Points)					Points Possible	Points Awarded
Poverty Level:					3	0
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		
ESEA Accountability Status:					2	1
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			
Other Need:					2	0
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)						1
OFFICIAL SCORE (Max. 100 points)						76

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 68 MSAD 68  
**DATE:** 05/11/22

**EVALUATION TEAM NOTES**

Section II. Specifications of Work to be Performed	Points Possible: 55	Score: <u>44</u>
<p><b>Evaluation Team Comments:</b></p> <p>The Bidder's planning process spanned roughly 3 months, totaling 10 meetings and 14 hours of planning time. Planning meetings appeared to include a mix of school staff and community members. However, it was not entirely clear to the Review Team who participated in various meetings. Rather than "staff members", it would've been nice to have a better sense of positions held by various planning meeting participants (i.e. district superintendent, school principals, teachers, etc.).</p> <p>The Bidder demonstrated a strong rationale for need through leveraging data—high instances of poverty and students with Adverse Childhood Experiences (ACEs). The local community is also experiencing some economic struggles with businesses and employers closing or leaving the area. The overall plans for programming would help address a lot of the academic and social-emotional needs of students within the RSU 68 school community. The Review Team felt the responses provided here were strong.</p> <p>The proposal indicates the program would serve 100 students over the course of the year—80 of whom would meet RLP status. Both summer and school year operational schedules meet the minimum requirements set forth in Appendix H of the RFP. However, it is noted that summer programming would slightly exceed the minimum requirement. The proposed staff-to-student ratios were somewhat difficult to interpret, as the Review Team had to scale the figures provided on a 1:X ratio. Overall, the information provided within the proposal appeared to meet the requirements of the RFP. However, the staff-to-student ratios were noted as being on the higher end of the allowable range for most activity types. The program design response appeared loosely tied to the program outcomes located in Appendix D and was somewhat vague.</p> <p>There appears to be a strong connection with the school day program. However, the Review Team worried that the proposed program might be more of a continuation of the school day program instead of a complimentary extended-learning program. The response provided around safe and appropriate environment seemed to focus more on physical safety but did not speak at all to emotional safety or related supports. Regular attendance will be encouraged through the sharing of information about the program, surveying of students to determine their interests, etc. The program seems to include some level of autonomy and choice for students.</p> <p>The Bidder provided a somewhat mixed response through Appendix D of the proposal. Some areas had well-developed and specific strategies and activities, while others were quite vague. In some of the goal areas, particularly those focused on program delivery, the Review Team questioned why some goals were year-over-year increases instead of being static. For example, why would physical activity start at 15 minutes per day and increase by 5 minutes per day each year as opposed to being a 30-minute block from the first year. The Review Team felt that the proposed outcomes were achievable but that several may not have been rigorous enough.</p> <p>The proposal indicates that the Program Director will be responsible for all aspects of the proposed program (i.e. hiring, training, evaluation, etc.). However, there is no real information provided on the intended qualifications or work hours for the intended Program Director. It was also unclear how this position would fit into the larger organizational structure of the Bidding organization. Many of the responses provided throughout this section of the proposal were lacking in specific details. The response provided around the use of volunteers was strong, having an appropriate vetting process and the intention to leverage volunteers for specialized programming.</p> <p>The proposal noted conducting quarterly evaluations of the program using the PQA tool, teacher surveys, NWEA data, etc. The program would leverage individual student goals and track progress on those goals over time. There seemed to be a lot of shared ownership of the evaluation process and sharing of evaluation results to drive improvement efforts. Overall, this portion of the Bidder's proposal was very well developed.</p>		

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

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Center Program  
**BIDDER:** RSU 68 MSAD 68  
**DATE:** 05/11/22

<b>Section III. Budget Proposal</b>	Points Possible: <b>38</b>	Score: <b><u>31</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The proposal indicates serving 80 RLP students annually, resulting in a cost-per-RLP student of \$1,875.00. The proposed program does include some level of fees, which are specific to the summer camp programming. The Review Team noted there was no indication that these fees could or would be waived for families that were unable to pay. This was a concern as it would not adhere to the requirements of the 21<sup>st</sup> CCLC program. In-kind contributions totaled roughly \$36,000, with a majority of funding coming from the school district. It was noted that some proposed partners were not able to offer financial support due to challenges resulting from the pandemic but that they would offer programming opportunities for students. The Review Team would've like to see these sorts of supports quantified as in-kind contributions from those partnering organizations.</p> <p>The program's transportation budget totals \$20,000 for the year, with \$10,000 coming from the grant and the other \$10,000 coming from the school district. The Review Team noted that the budget forms were lacking sufficient details in certain areas. Form 005, for example, could've used more information on how program fees and transportation costs were estimated. There was also a big concern with this portion of the proposal in that roughly \$35,000 in grant funds were budgeted for an outdoor "ropes course", which would not be an allowable use of grant funds. The Review Team saw this as something that would likely need to be discussed with the Bidder and removed from the proposal, if awarded.</p> <p>The Program Advisory Board included a diverse representation of stakeholders, including parents, students, and community members. The Bidder's response around sustainability plan indicated a plan was in development. In addition, the response indicated having several specific avenues for supporting long-term sustainability efforts (i.e. leveraging USDA snack programs, seeking funding from the Harold Alfond foundation, etc.). The roles and commitments of RSU 68 are clearly articulated within the proposal. However, the roles and commitments of the lead partner, Monson Arts, was not clear within the narrative provided. The Review Team struggled to understand the critical role that Monson Arts would play in the design, development, and delivery of the proposed program.</p>		
<b>Section IV. Priority Points</b>	Points Possible: <b>7</b>	Score: <b><u>1</u></b>
<p><b>Evaluation Team Comments:</b></p> <p>The average free and reduced lunch rate of the school(s) included within the proposal totaled 43%.</p> <p>One or more Tier I schools have been included in the proposal.</p> <p>Overall, the proposal provided a low level of evidence for other need.</p>		

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** May 5, 2022  
**EVALUATOR:** Erin Frati  
**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  
Serving 150 4/5 graders  
30 weeks school year 2hr/day4x/wk 120 days/yr 240 hours/yr  
4 weeks summer 6hr/day 5x/wk 19 days 114 hours  
Cost per RLP \$1315  
Total request \$133,276

Positive  
School administration onsite regularly and involved in program  
Solid community partners  
Includes transportation share  
Programming has comprehensive components

Negative  
Community need is not very specific  
Performance measure outcomes – what are they based on? the proposed outcomes for academic improvement seem high

Questionable  
Is mentoring component a truly evidence based mentoring program?  
Director works 40 hr/week for 46 weeks for multi site purposes but only 43 weeks on 21C grant? Other school sites are separate or is there just one program at Fairmont school? How do the other schools fit into the program design?  
19 days of summer programming but the days are longer so do the total hours outweigh the dosage of summer best practice being 21 days?

Interesting

Partnering with UMaine entry level teacher class for early experience which also fulfills program staffing needs

Will not try to do remote programming in case of Covid outbreak based on data from previous attempt. Will try to adapt the in person experience to be as safe as possible.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** 4/29/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**1. Summary**

Positive: Number of special education students served at 72

Partnerships with 11 different organizations/agencies

Addresses identified community needs of economic security, transportation, health, and school readiness. The multi-tiered structure of the program helps target these initiatives at several different levels.

Interesting: Leadership opportunities for students to provide experience and encourage high aspirations.

**2. Specifications of work**

The need for programming is adequately addressed and supported. Existing partnerships helped facilitate continuity during this program design.

**3. Program design**

Summer hours 114 (4 weeks with 5 days/week)

School hours 240

Positive: Principal on site daily, follows school policies, relationship between school professionals and staff

Question: "Students are able to design and propose their ideas for new clubs." Is there any support for this, is it encouraged, and how is it communicated to students?

**4. Program management**

Neg. school leadership support: The principal seems to be the main liaison between the school and program  
Teachers enrolled in or completed EHD101 (Art and Science of teaching) page 22 says 'enrolled in'

Positive: Planned method for incorporating evaluations into programming, sharing evaluation results with the public

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** 4/29/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

3. Budget proposal: Cost per RLP \$1,315 which is below the \$2,600 maximum, fees will not be charged  
Will also use USDA school nutrition and Title I funds. High volunteer value and contributions from program partners, and BPS for transportation, staff, breakfast and snack.

Capacity for success and sustainability:

Positive: Parent involvement on the board, in this cycle will focus on parent education and professional development, mutually beneficial partnerships such as with University of Maine

Academic Improvement:

Proposed Goals and Outcomes

Strategies and activities: Mentioned specific club that will aid in improved outcomes

Teacher survey data: Which tool will be used?

Specific activities also for parent engagement: will they promote attendance at all four of the advisory board meetings?

37 opportunities for parent engagement = above average

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** April 30, 2022  
**EVALUATOR:** Tara B. 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:**

Abstract- RENEW

**Positive-** 4<sup>th</sup> and 5<sup>th</sup> grade, 100% F/R, 21stCCLC site since July 2014, before and after school, four week summer program to reinforce math and literacy.

Program Demographics

**Positive-** 199 students, 150 RLP, 72 SPED, 11 organizations.

Planning

**Positive-** 15 meetings

Need for Program

**Positive-** Clear need

Program Description

**Positive-** 30 weeks in the school year, morning is for an activity (music or themed club) and breakfast. Clear examples of what will be offered.

Type of Proposal- Renew

**Information-** Good numbers before COVID.

Summer Schedule

**Positive-** 2 more hours per day, one more day per week, and twenty-four more hours a year than suggested.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** April 30, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Question or Concern-** 2 weeks less then suggested, two weeks less then suggested, and five days less per year then suggested.

School Year Schedule

**Information-** Exactly as suggested.

School Year Staffing

**Question or Concern-** On the high end of the suggestions.

Summer Staffing

**Question or Concern-** In the middle of the suggestions.

Elements of High-Quality Programming

Linkage to School Day

**Positive-** Half of the staff is school staff, ASP staff consult with guidance counselor, social worker, or principal. Amazing linkage to the school day- Attention to overlapping the director and site coordinator for communication.

Strong Instructional Leadership

**Positive-** Certified teachers and Ed. Techs.

Safe and Appropriate Environment

**Positive-** School's policies and procedures, medical training for staff, adequate supervision of students outside.

**Question or Concern-** Emotionally?

Student-Driven Program

**Positive-** Beginning of the quarter- students choose a new club, surveys for offerings, and student advisory team meeting with director (four times a year).

Regular Attendees

**Positive-** Student centered!!!! Family connection!!!!

Program Management



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** April 30, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Program Leadership

**Positive-** Director oversees three sites, 40 hours a week, 46 weeks a year, and Bangor Public School employee.

School Leadership Support

**Positive-** Principal and assistant superintendent serve of the advisory board, the principal oversees the director.

Staff Professional Development

**Positive-** No need for academic professional development due to certified staff.

Communication/Information Dissemination

**Positive-** School website, director presents to the advisory board quarterly, school newsletter, and annual communique once a year to Bangor residents!!!! Local public access TV!!!!

Transportation

**Positive-** Provided

Volunteers

**Positive-** Parents, college students, high school students!!!!

Program Evaluation

**Positive-** Robust evaluation system.

Budget Narrative

**Information there.**

In-Kind Contributions

**Positive-** Food, salaries & wages, transportation= \$56,802

Program Income

**Positive-** 21stCCLC and Title 1- \$132,276.00, donation=\$2,000 ☺

Personnel Expenses

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Bangor Public Schools  
**DATE:** April 30, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Information is there!**

Equipment Purchases

**N/A**

Budget Summary

**All There**

Success & Sustainability

**Positive-** Information is there with positions and name, new partnership with Boys and Girls Club, A true team!!

**Question or Concern-** Need some variety- students and other organizations?

Proposal Goals

For ALL BELOW - **Positive-** So much example, information and high expectations!!!!

Academic Improvement

Health and Wellness

Safety

Youth Leadership

STEM

Visual/Performing Arts

Multicultural Education

Family Engagement

Sustainability and Collaboration

Staff Professional Development

Required Insurances

**Positive-** three private school, one said yes, two said no.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

<b>RFP #:</b>	<b>202112193</b>
<b>RFP TITLE:</b>	21 <sup>st</sup> Century Community Learning Centers Program
<b>BIDDER NAME:</b>	Bangor Public Schools
<b>DATE:</b>	April 30, 2022
<b>EVALUATOR:</b>	Tara B. Morin
<b>EVALUATOR DEPT:</b>	Department of Education

COVID Impact

**Positive-** All ready!!!

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys and Girls Club Southern Maine  
**DATE:** May 4, 2022  
**EVALUATOR:** Erin Frati  
**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:**

expansion proposal  
Serving Biddeford Middle School 35 RLP students grade 5-7  
30 weeks school year 2hr/day 5x/wk 150 days/yr 300 hours/yr  
8 weeks summer 4hr/day 5x/wk 40 days 160 hours  
Cost per RLP \$2,000  
Total request \$70,000

**Positive**

School Admin and Partners involved in planning  
The need for a program is well expressed  
Data sharing agreements in place  
Strong youth development partnerships with school's participation supporting academics  
Program at school site, transportation covered by school through community partnership with Learning works  
National Youth Outcomes initiative for program assessment  
Robust summer component  
BGCA training platform used

**Negative**

Director qualifications not expressed specifically but proven outcomes of director's work considered  
Proposed outcomes of % of students improving math and language scores may be a little high, but it also may be achievable

**Questionable**

Membership fee is a family contribution? Not expensed to any other partner?  
How do director hours square with other grant responsibilities? Hours per week must be more if grant management is combined?  
Are there privately operated middle schools in the area?

**Interesting**

Number of community programmers coming together with the school theoretically should be a good model

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** 5/1/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**Abstract, Demographics, Partners**

Positive: High percentage of Els expected to attend

Question: The number of students expected to attend daily is the same as yearly. Does the proposal expect 100% attendance by students?

**Need for program:**

Positive: Identified gap in support services for middle school students in the community supports the need for programming.

43.61% of students qualify for free or reduced lunch, 64 students are unhoused (these statistic is for BPS and not just the middle school).

Middle school math and reading NWEA scores are below the national average.

Increase in GPA and decrease in absenteeism for BGCSM club members shows program efficacy.

Negative: COVID impact statement encompasses all US schools and not specifically BPS. More specific evidence would be more relevant.

**Program Design:**

Positive: Five days of support for LP students with a variety of engaging clubs and academic support. The summer program is scheduled to run for eight weeks.

Designated staff members to liaise with parents.

Linkage to the school day: Incorporation with BMS curriculum. How will this process take place?

Student and family input are included at various stages of program design.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** 5/1/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

Positive: Inclusion of BMS staff as programming staff to support kids and support carryover.

Positive: Alignment with a teacher with daily progress reports.

Safe and appropriate environment: Adequate, inclusion of safety in technology and delineates the policies and procedures of the school and Apex.

Question: How will the Apex “voice and choice” model complement the academic work and clubs.

**Program Management:**

Positive: Growth under current program director who would also oversee this program extension.

Question: What is the role of BMS leadership (ex. principal)?

Communication sharing and dissemination plan: Daily communication plan, promotion, and coordination is thorough.

Question: How will volunteers contribute to programming?

**Program Evaluation:**

The program proposes to use a variety of subjective and objective measures including surveys, homework and attendance logs, etc.

Question: How will feedback be implemented into programming? Will it be monthly, quarterly, etc?

**Budget Narrative, Budget Forms:**

Estimated cost per RLP is \$2,000 for a minimum of 35 students.

Positive: \$5 membership fee per year will be waived as necessary

In-kind and private contributions by Apex, BPS, and BGCSM will cover transportation, space, staff time, and meals total \$93,878

**Capacity for Success and Sustainability:**

Advisory board: Community, parent, and teacher positions are not yet filled

Clear delineation of roles, solid history of collaboration between partners

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** 5/1/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

Proposed outcomes for math and literacy and homework completion seem attainable but low at 20% of students showing improved scores, and 30% increasing homework completion and class participation

Educational enrichment, nutrition, and family engagement goals appear to be realistic.

Sustainability and collaboration goals are adequate and show commitment to growth.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** May 2, 2022  
**EVALUATOR:** Tara B. 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:**

Abstract- Expansion

**Positive-** To add Biddeford Middle School 5<sup>th</sup>-7<sup>th</sup>, a robust program now to empower low-performing students!

Program Demographics

**Information-** 35 students, 35 RLP, 7 ELL, 5 Sped.

Planning

**Positive-** Started beginning 2022, 6 meetings

**Question or Concern-** Minimal planning time.

Need for Program

**Information-** Homelessness- 64 students

Program Description

**Positive-** Five days a week school-year and summer, academic support, enrichment, and aspirational learning and connection to the community!!

Type of Proposal-Expansion

**Positive-** Both students and parents involved- dinners!!!!

Summer Schedule



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** May 2, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

School Year Schedule

**Positive-** Meet the suggestions or go above the suggestions!!

Summer Staffing

School Year Staffing

**Positive-** Within the suggested ratio.

**Question or Concern-** Both homework and enrichment at the high end.

Elements of High-Quality Programming

Linkage to School Day

**Positive-** Aligned to the school curriculum, connections to classroom teachers! b

Strong Instructional Leadership

**Positive-** Current Biddeford teachers! Staff to meet once a month: student success, program effectiveness, et al.

Safe and Appropriate Environment

**Positive-** Safety committee!!

Student-Driven Program

**Positive-** Mentor teachers!!!!

Regular Attendees

**Positive-** Signed contracts to understand the benefits of attendance, and Mentor Teachers!!!

Program Management

Program Leadership

**Positive-** Program Director- Zack!! Already established at KMS

School Leadership Support

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** May 2, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Positive-** Teachers and Staff

**Question or Concern-** Administration support?

Staff Professional Development

**Positive-** Medical training, teachers!!!

Communication/Information Dissemination

**Positive-** Monthly translated flyers, pamphlets, calendars, Daily Progress Report, website, social media,

Transportation

**Positive-** Provided!!!

Volunteers

**Positive-** Though the Boys and Girls Club

**Question or Concern-** Who are they? Kids, adults

Program Evaluation

**Positive-** Strong and detailed!

Budget Narrative

**Positive-** \$2,000 per student,

In-Kind Contributions

**Positive-** Administration, supplies, occupancy, transportation, and food, \$39,219

Program Income

**Positive-** 21<sup>st</sup>CCLC \$70,000

Personnel Expenses

It's there

Equipment Purchases

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Boys & Girls Clubs of Southern Maine  
**DATE:** May 2, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**N/A**

Budget Summary

**It's There**

Success & Sustainability

**Positive-** Some strong membership in advisory board, partnership with Boys & Girls Club!!! Reach out to another school!  
clear roles and responsibilities

**Question or Concern-** Missing members, students too!

Proposal Goals

Academic Improvement

Health and Wellness

Educational Enrichment

Family Engagement

Sustainability and Collaboration

Visual/Performing Arts

Staff Professional Development

**All detailed with acceptable outcomes.**

Required Insurances

**Signed and Dated**

COVID Impact

**In Person focus with safety in mind!**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Learning Works (Biddeford)  
**DATE:** May 4, 2022  
**EVALUATOR:** Erin Frati  
**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:**

Expansion proposal  
Serving Biddeford Intermediate 140 students (40 RLP) in grade 4  
30 weeks school year 2hr/day4x/wk 120 days/yr 240 hours/yr  
6 weeks summer 4hr/day 4x/wk 24 days 96 hours  
Cost per RLP \$2,600  
Total request \$104,000

Positive  
Student recruitment includes personal outreach to families  
YPQA assessment used  
Program at school site  
District covers 35% of transportation costs  
Proposed program outcomes realistic

Negative  
Planning condensed, and was School admin represented /

Questionable  
How is LWSP able to share laptops and tablets with this applicant? Grant negotiates BSD to procure technology  
Assuming the director expenses in budget are for ½ the position and the other site covers another ½

Interesting  
Focus of equity and sel  
Housing instability rates in region  
Using local youth development program as collaborator

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford)  
**DATE:** 5/1/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**Abstract:** LearningWorks and Biddeford School Department to serve 40 low-performing 4<sup>th</sup> grade students.

**Program Demographics:** High percentages of RLP students (66%) English language learners and special education students.

**Partners:** Biddeford Public Schools, UNE, York County Community Action, MacArthur Library, Barbara Bush Family Literacy Foundation, Engine Arts Center, York County Southern Maine Health 5-2-1-0, Biddeford Parks & Rec, United Way of Southern Maine, Maine Math and Science Alliance, APEX, Youth Full Maine, York County YMCA, Maine Audubon

**Planning:** Positive: Strong collaboration to create a needs assessment, reflect on progress and emerging student needs, and define focus areas for the program.

**Need for Program:** The proposal provides strong evidence that 4<sup>th</sup> graders at BIS are impacted by poverty. 65% receive free and reduced lunch. Community surveys have identified challenging behaviors and potential socioeconomic causes. Fourth-grade students at BIS meet math benchmarks at 22% and reading at 19%.

**Program Design:** Grounded in Engineering is Elementary for the academic component. Staff ratio is expected to be 1:10 during the academic year and summer programming.

Positive: Prioritizing school teachers as program staff for linkage to the school day and consistency.

**Program Management:** The director has experience with managing 21<sup>st</sup> CCLC programs and LearningWorks has a strong history of collaborating with Biddeford Schools.

Positive: Professional development will address identified needs and reflect current evidence.

Positive: Specific plan for volunteer recruitment and participation.

**Program Evaluation:** Positive: Supporting evidence for performance measures. Subjective and objective data collection and analysis will help assess progress. Determination of changes to address the evaluation will occur annually.

All program goals appear to be relevant and attainable.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford)  
**DATE:** 5/1/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

**Budget Narrative, Budget Forms:**

Cost per RLP student: \$2,600. No fees will be charged.

In-kind contributions from BSD, LW, LWAS South Portland, and community partners. Private funding from a variety of community members totals \$9,375.

**Capacity for Success and Sustainability:**

Positive: The board has several seats filled with community members, teachers, and partner organizations. There is a strong fundraising plan in place for the years 2022-2025.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford Public Schools)  
**DATE:** May 4, 2022  
**EVALUATOR:** Tara B. 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:**

Abstract-Expansion

**Positive-** 4<sup>th</sup> graders, 40, after school and summer programming.

Program Demographics

**Positive-** \$104,000, 60 students, 40 RLP, 29 SPED, 17 ELL, 13 partners.

Planning

**Positive-** 34 meetings with a lot of work

**Question or Concern-** Dates are out of order.

Need for Program

**Information-** Kids are being raided by single parents, grandparents with poverty and disabilities! Home to the largest population for Child Development Services, student challenging behaviors rising, homelessness, and developmental delays.

Program Description

**Positive-** Based on best practices, promote belonging and self-esteem and improve academic achievement!

Type of Proposal-Expansion

**Positive-** Teacher referral based on academic need.

Summer Schedule

**Positive-** Aligned with suggestions, except hours per year 96 vs. 90

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford Public Schools)  
**DATE:** May 4, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

School Year Schedule

**Positive-** Aligned perfectly with the suggestion!

School Year Staffing

Summer Staffing

**Positive-** Recreational is on the low end

**Question or Concern-** Enrichment is close to the high end and Homework is two over the high end!

Elements of High-Quality Programming

Linkage to School Day

**Positive-** Staff will be Biddeford School district staff, PBIS and same expectations on the playground as school.

**Question or Concern -** Superintendent will announce in opening school letter to staff, staff not hired yet.

Strong Instructional Leadership

**Positive-** Teachers as well as early childhood and youth development professionals to be hired. Very detailed

Safe and Appropriate Environment

**Positive-** LWAS-BIS leadership to inspect the school site for safety concerns, "Site Safety Binders", and Responsive Classroom for emotionally safe.

Student-Driven Program

**Positive-** Student enrichment clubs

**Question or Concern-** Very little detail about student driven!

Regular Attendees

**Positive-** "offer age-appropriate rest, motor breaks & blend individual, small, and whole group formats"!

Program Management

Program Leadership



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford Public Schools)  
**DATE:** May 4, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Positive-** Current employee, two single sites, fourth year in managing youth development programs and second year as 21<sup>st</sup> CCLC director. I wonder if there is a committee or just the director to hire.

School Leadership Support

**Positive-** A great working relationship that involves administration.

**Question or Concern-** What about teachers, district admin.?

Staff Professional Development

**Positive-** Current research in positive youth development and school-wide academic trends, training all staff in “individually selected formats”.

Communication/Information Dissemination

**Positive-** A host of communication dissemination!

Transportation

**Positive-** Provided!!!

Volunteers

**Positive-** What they do and who they are: families, high school students, and university students.

Program Evaluation

**Positive-** Purpose stated and evaluation explained- YPQA, Responsive Classroom, academic assessments, and surveys.

Budget Narrative

**Information-** \$104,000 requested, 40 RLPs, \$2,600 per student, No fees,

In-Kind Contributions

**Positive-** Administration, occupancy, transportation, contracted services, food, and equipment purchase \$49,016.00

Program Income

Personnel Expenses

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford Public Schools)  
**DATE:** May 4, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Budget Summary

**All there- Positive- Wow- private funding!**

Equipment Purchases

**Positive-** In kind

Success & Sustainability

**Positive-** Strong advisory board, working on a 2022-2025 sustainability plan to lesson need of 21<sup>st</sup> CCLC grant. Very detailed! Roles and responsibilities are clearly stetted.

**Question or Concern-** Missing student representation and organizations?

Proposal Goals

Academic Improvement

Health and Wellness

Nutrition

Safety Education

Educational Enrichment

Visual/Performing Arts

Literacy

Family Engagement

Sustainability and Collaboration

Staff Professional Development

**Examples provided, but a lot of work to be done!**

Required Insurances

**One private school- said no.**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Biddeford Public Schools)  
**DATE:** May 4, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Signed and dated!**

COVID Impact

**Positive-** They have responded to the need of a physical space for distancing, outdoor classrooms, masking protocols, sending stuff home to quarantined kids.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland)  
**DATE:** May 4, 2022  
**EVALUATOR:** Erin Frati  
**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  
Serving 2 schools grade 2-5 150 students 121 RLP students 175 English Learners  
\*29 weeks school year 2.5hr/day4x/wk 116 days/yr 261 hours/yr  
\*6 weeks summer 4hr/day 4x/wk 24 days 96 hours  
Cost per RLP \$1983  
Total request \$239,745

Positive

Comprehensive partner planning  
Quantified need in the serving schools  
Program is provided in the host school  
Assessed with YPQA  
School District and Community partners contributing \$  
Proposed outcome target % all seem achievable  
Training plan utilizes statewide youth development professional resources (MRTQ, MMSA, MASN)

Negative

Questionable

\*Page 18 The operation schedules seem to be reversed so will work under that assumption  
Assuming liability insurance is part of administrative fees if it's not listed in the budget

Interesting

School admin works to identify potential student recruits and teachers liaise with the families for their support  
Family materials are translated  
Commitment to using online instructional strategies in the event of Covid outbreak with the intent of tech skill building for the students

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland)  
**DATE:** 5/6/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**Abstract:** Programming will support 121 2<sup>nd</sup>-5<sup>th</sup> graders at Talbot and Rowe Elementary.

**Program Demographics:** RLP Students: 121

Total served: 150

Special education students receiving services: 79

English Learners 175

There is a high percentage of EL students and students in special education targeted in the program.

**Partners:** PPS, 317 Main, Maine Audobon, MCA, MMSA, Opportunity Alliance, Portland Community Squash, PMA, PPL, Portland Youth Dance, Side x Side, SNAP Ed, United Way of Southern Maine, Ukuleles Heal the World, UNE, USM, Cross Cultural Community Services

**Planning:** The planning process included a review of current programming, surveys, standardized assessment review, and meetings with leadership. Based on the review they proposed a similar design with focuses on SEL, ELL, and equity.

**Need for Program:** 96.1% of students at Talbot and 36.3% of Rowe students come from low-income families. 42% of Talbot and 24.7% of Rowe students are English language learners. 65.9% of Talbot and 42.5% of the Rowe population are students of color. Nearly half of all students aren't meeting reading or math expectations.

**Program Design:**

The schedule reads: Summer hours 261

School-year 96 hours. This has likely been reversed and should be corrected if funds are awarded.

Recognitions of challenges during the COVID-19 pandemic and how to improve the program (increasing wages, etc.)

Different methods are presented for communication between the school-day and LW-TR staff. The environment as presented is appropriate and ability of staff to consult with social workers is a helpful resource.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland)  
**DATE:** 5/6/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

Content is differentiated for different learners and parent/adult input is considered. Question: How will input be collected?

**Program Management:** The leadership described has experience that exceeds expectations. Question: Is there any structured communication (monthly, or weekly?) between day teachers, staff, and parents?

Positive: Reflection following professional development.

A variety of dissemination methods are presented.

**Program Evaluation:** Tools: YPQA, academic assessments, day-teacher surveys. Statistical analysis of quantitative data will provide information on program goal progress. Evaluations are presented to the Advisory Board annually and a program quality improvement plan is created.

Question: Will students and parents be surveyed?

Goals are realistic and measurable.

Professional and Staff Development Goal #4 might be more realistic to have a higher percentage of personnel attend (for example) 90% of PD opportunities rather than 100.

**Budget Narrative, Budget Forms:**

Cost per RLP student: \$1,983

In-kind contributions from LW, PPS, OA, PMA, Portland Community Squash and 317 Maine total \$126,011

Private funding comes from several partners and community members and totals \$19,584

Positive: Competitive hourly rates

**Capacity for Success and Sustainability:**

The advisory board represents leadership from both LW and PPS, community partners, teachers and volunteers. An opening is available for a PPS parent as well. There is a long-term 3-year sustainability plan. Roles of the key partners are adequately described.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland Public Schools)  
**DATE:** April 25, 20022  
**EVALUATOR:** Tara B. 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:**

Abstract-RENEWAL

**Positive-** Focus on 2<sup>nd</sup>-5<sup>th</sup> graders, continuing the support for low-performing students.

Program Demographics

**Positive-** \$239,943, 150 students ,121 RLP, SPED 79, 2 schools, a variety of partners

**Question or Concern-** Partners - no names or positions

Planning

**Positive-** Between Learning Works and Portland Public Schools, review of current CCLC programming, 39 meetings, very organized!

**Question or Concern-** Names for the meetings but no connection to their position or organization.

Need for Program

**Positive-** Much Needed- Very detailed

Program Description

**Positive-** Learning Works (LW) is established with a focus on academic best practices. They have it all.

Type of Proposal- RENEW

**Positive-** Responding to low enrollment during the pandemic!

Summer Schedule

**Positive-** More weeks per year then suggested (36/6) and more hours per year (6 more)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland Public Schools)  
**DATE:** April 25, 20022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Question or Concern-** I am putting information down as I believe they switched their summer and school year hours by mistake-

School Year Schedule

**Positive-** More hours per year than suggested.

**Question or Concern-** one week less than suggested and four days less per year than suggested.

Summer Staffing

School Year Staffing

**Positive-** Enrichment as suggested but on the higher end and Recreational as suggested but on the lower end.

**Question or Concern-** Homework help/Tutoring- two student too HIGH!!!!

Elements of High-Quality Programming

Linkage to School Day

**Positive-** Focused consistency!

Strong Instructional Leadership

**Positive-** Highly detailed and focused on experience and certification!

Safe and Appropriate Environment

**Positive-** Actions are described!!! Building and People safety!

Student-Driven Program

**Positive-** Highly engaging activities!!

Regular Attendees

**Positive-** At the school, seamless transition, family outreach, and all of the above!

Program Management

Program Leadership



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland Public Schools)  
**DATE:** April 25, 20022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Positive-** Already there- full-time, has master's degree in curriculum and teaching, assistant director, three site coordinators, and on-going leadership development.

School Leadership Support

**Positive-** Constant communication between student centered stakeholders! Monthly advisory board meetings.

Staff Professional Development

**Positive-** Based on current research, coaching meetings to ensure practice is taking place, also weekly meetings!

Communication/Information Dissemination

**Positive-** A variety of communication in understandable ways to all stakeholders!

Transportation

**Positive-** Provided by district bus drivers and busses!

Volunteers

**Positive-** A screening process is in place with high expectations for volunteers!

Program Evaluation

**Positive-** Evidence-based research- Youth Program Quality Assessment, NWEA, Fountas & Pinnell, Responsive Classroom, and "Teaching with Poverty in Mind". Shared with the school board with superintendent's invitation.

Budget Narrative

**Positive-** Detailed!

In-Kind Contributions

**Positive-** administration, transportation, food, utilities, occupancy, salaries & wages, and contracted services

Program Income

**Positive-** \$19, 584 in private funding!

Personnel Expenses

**A lot of \$**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland Public Schools)  
**DATE:** April 25, 20022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Equipment Purchases

**N/A**

Budget Summary

**Looks good**

Success & Sustainability

**Positive-** Here is the advisory board! Great ideas!

**Question or Concern-** Lots of staff, missing parents and students.

Proposal Goals

Academic Improvement

**Positive-** Math, vocabulary, student choice clubs, science, STEAM, research, science, ad high quality literacy instruction!

Health and Wellness

**Positive-** Daily Activity

Nutrition

**Positive-** 5-2-1-0 Let's Go!, and cooking clubs, nutrition classes and healthy snacks

Youth Leadership

**Positive-** Create opportunities for students for effective communication, decision making, problem solving, and teamwork.

**Question or Concern-** Good time for some students to be on the advisory board.

Educational Enrichment

**Positive-** STEM-1-2 per week.

**Question or Concern-** Little detail

English Language Learner Support

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Portland Public Schools)  
**DATE:** April 25, 20022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Positive-** Integration of all ELL strategies in all areas of programming,

Visual/Performing Arts

**Positive-** Partners with community organizations and seek input from students.

**Question or Concern-** Limited detail- but asking for student input.

Family Engagement

**Positive-** Monthly newsletter, family involvement events, program calendars, volunteer, and visit opportunities, multiple modes of communication!

Sustainability and Collaboration

**Positive-** Spread the word, advisory board meetings, community partnerships, and community awareness.

**Question or Concern-** Does any of this help?

Staff Professional Development

**Positive-** Professional Development for summer and school year staff as orientation, and trainings as they arise.

**Question or Concern-**

Required Insurances

**Positive-** Four private schools- No

COVID Impact

**Positive-** Detailed- technology, outdoor classrooms, pool testing,

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: LearningWorks (Saco)  
DATE: 4/18/2022  
EVALUATOR: Diana Allen  
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:**

heavy use of standardized test scores, and also teacher recommendations - Goal to improve academic, social and emotional competencies - though social emotional doesn't factor into selection process - N

31% does not meet the 40% of federal requirement but they are a Title 1 school - P

40 students, meets the required # - P

The asking amount of money seems high for the number of students it is servicing. - N

Somewhat strong statistics to show the program need - P

Strong instructional leadership - A lot of required PD/training and meetings, will this take away from time with students?

Link to the school day seems a bit weak - just via the director? Math/literacy coach - Q

Background checks? Not seeing this in the proposal - N

How will evaluations be used to inform? How will evaluations be conducted?  
Seems this is done just via an annual evaluation and a summer planning. - Q

The partnerships seem a bit unrealistic and I do not see how they are certain to secure all these partnerships. - Q

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Saco Public Schools)  
**DATE:** 5/5/2022  
**EVALUATOR:** JoAnne Dowd  
**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:**

**Positive**

- “LWAS enriches/reinforces classroom learning, bolsters academic confidence, builds language skills and increases prosocial attitudes. “  
“hands-on learning, imbedded literacy, math, ELL support, and problem-solving experiences. Student-selected enrichment clubs that invite students to explore new interests, challenge their intellectual and creative growth and strengthen social-emotional and interpersonal skills. Foster healthy eating habits, self-care and self-management skills, leadership, sportsmanship, teamwork and fitness. Activities that build students capacity to process and analyze content specific materials, build written/verbal communication skills and vocabulary and foster positive habits of mind.
- The director will personally call parents and caregivers...staff explains the program's goals, the STEAM curricula, field trips and enrichment activities. Parents receive parent handbooks, event calendars, parent education opportunities, invitations to volunteer with clubs and field trips and serve on the advisory board
- Ensure behavior expectations and language are consistent
- Hire early childhood and youth development professionals from education, the sciences, and the arts to enhance program efficacy.... from childhood development to social work fields to integrate SEL into the curriculum
- Boston museum of science curriculum
- Free transportation
- 10 2-hour hands-on trainings offered by local field experts on pedagogy, content knowledge, SEL, cultural competency and sensitivity and positive youth development
- Afterschool staff ride along as needed to ensure and support safe and positive bus experiences
- Teaching with poverty in mind and Responsive Classroom evidence-based approach focusing on the relationship between academic success and Social Emotional Learning
- Meet at the end of each year to determine how salient needs will be addressed via curriculum changes, staffing changes, new collaborative agreements with the schools and professional development/training opportunities
- Strong sustainability plan
- Clear delineation of roles and responsibilities between the partners
- Meet with math coach/specialists to develop curriculum and address the needs. Targeted math vocab development
- Embed reading and writing within the STEAM units
- Utilize reflection strategies for both behavior and academic student practice

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** LearningWorks (Saco Public Schools)  
**DATE:** 5/5/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

- Pre-teach as a strategy for more student engagement
- Allow students to choose enrichment/physical activities to participate in
- Work with let's go 5210 to promote healthy habits
- Field trips to apple or berry farms; utilize fresh products in nutrition activities
- Partner with school greenhouse initiative
- Intergenerational family nights
- Celebrations of learning

**Negative**

- % of Free and reduced lunch seems below the criteria for the grant
- Two references to Biddeford School Department and fourth grade (a different grant?)
- Under in-kind contributions 600.00 listed with an incomplete sentence
- A list of partners is provided, but not included in the In-Kind donation list or in any of the program design/activity list. Unsure what the nature of the partnership is, or what partners will be providing
- The number of days/hours for summer programming seems low
- The grant seems largely written, conceived of, planned by a grant writer/outside agency
- A 1:10 ration seems high for homework help and tutoring, particularly at this age span
- Under the safety education, the topics do not seem relevant to the k-2 developmental span
- Does not seem to include any vehicles for student input/feedback
- If PD sessions are mandatory for staff, why is the bar for participation set at 75%?

**Interesting**

**Questions**

- I would like to get confirmation that the unemployment rate in Saco is 23%?
- Not sure how "developing relevant, high interest, etc. as an after-school program helps student show an increase in homework completion and class participation? Don't see the through line there.
- Would like more information about what kind of enrichment field trips are being considered

STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES

RFP #: 202112193  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Learning Works- Saco Public Schools (GJFS)  
DATE: May 2, 2022  
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:**

Program Demographics—do you anticipate the number of LP students to increase during the year? Projected enrollment number is higher than number indicated in current school numbers

Planning—it would have been great to know who the people at the table were and what “buy in” they represent; significant preparation time appears evident

Need for Program—stats are very academic focused; benefits of the LWAS are listed with no statistical support

Program Description—positive collaboration with teachers to identify students in need of program; student/staff ratios are high on the homework help/tutoring category (1:10); emphasis on utilizing school staff whenever possible to bolster learning standards; Student-Driven Programming appears to be a copy/paste from another application for older students

Program Management— Did not see an additional budgeted 20 hours of training for staff as indicated they would be receiving; well-rounded communication strategy; assessment, goals, and evaluation strategy outlined

Budget—transportation requirement noted; cost per LPS noted; no program service fee noted

Board—very internal with limited community involvement; sustainability plan mentions board giving but drawing from a difficult and isolated pool without any community business members; difficult to see how your program director will also have time to write successful grants even if they are trained

Performance Measures—Are these low? Of the 40 LPS, we are looking at improvement in 4 students, 6 students, 7 students, and then 8 students over a four-year progression. Is that a high enough bar to set? Strategies and activities are explained well; good opportunities for parent involvement and communication strategies

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Lee Academy  
DATE: 4/25/2022  
EVALUATOR: Diana Allen  
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:**

Bidding org and Lead partner org have the same address? - Q

2 sites - Lee Academy and Mt. Jefferson Jr. High

41% of Lee Academy are low performing; 46% of Mt. Jefferson are low performing - a good location for a 21st century site -P

Lee helping Mt Jefferson to improve mental well being via enrichment opportunities. This will increase math and era standards to be targeted. Extended day opportunities. I

Offering enrichment will allow for allow for math/ELA to be targeted. This is not clear to me. What's the enrichment? How will it target math and ELA? - Q

Summer programming will target college/career readiness. I

240,000 request/120 students annually > 2000 per student - seems like a lot - Q

Only 6 parents? Q

Increase staff achievement? How will this be measured? Achievement in what? - Q

So homework help is optional; Students can select enrichment activities - I

Thomas College - Partner

Like the summer focus on post secondary, what if students aren't interested in traditional college? CTE? Will there be enrichment too? - Q

Will only 2 hrs per day meet parents' schedules? - Q

Program Goals and Outcomes is blank? Pg.18

Program success measurement isn't concisely outlined. - N



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Lee Academy  
DATE: 4/25/22  
EVALUATOR: Diana Allen  
EVALUATOR DEPT: Department of Education

Prevention Programming is vague. - n

Youth leadership is also vague - what service learning? Not all service learning is necessarily leadership. - N

Summer programming the only activity that has been declared is college tours. What else? - Q, N

STEM is a planetarium visit - Q

I like students presenting to school boards - P

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Lee Academy  
**DATE:** 5/4/2022  
**EVALUATOR:** JoAnne Dowd  
**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:**

**Positive**

- Collaboration among a public/private high school, a public middle school and a local college
- “students have struggled to meet graduation requirements, earn credits for courses, maintain acceptable attendance and be interested in pursuing post-secondary opportunities. We will provide a supported learning environment where students can receive educational assistance, and provided with engaging enrichment opportunities and given access to health and mental well-being offerings
- Outreach opportunities around mealtimes so families can have a meal together while also learning about a topic within ASP
- Create a Facebook page
- Webinars, workshops and speakers for PD
- Chess, cooking, photography, musical offerings, yoga, outdoor sports, robotics, astronomy or math team
- Students will self-select into their area of choice
- Summer programming will focus on post-secondary options and be coordinated in partnership with Thomas College
- Parent check in will be required before students are picked up
- Interested students from the ASP will have the opportunity to meet with ASP leadership to help plan enrichment activities, develop student led activities and discuss student engagement. This will ensure students feel that their voice is heard and the program reflects offerings they are interested in and invested in. Flexible grouping for interest and academics.
- Experiential learning
- Opportunity to access the online platform used for credit recovery
- Low performing students need access to continued guidance and assistance
- Small, supported setting
- Use the ASP Facebook page as a way to communicate and publicize events, sessions and offerings
- Monitor absenteeism on a daily basis and offer interventions

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Lee Academy  
**DATE:** 5/4/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

**Negative**

- I think the hours are listed backwards for the summer program and the school year program
- I felt the attendance bar for attendance at meetings and PD was low. Could it not be an expectation?

**Interesting**

- School counselors have seen an increase in requests from students and families for mental health support over the last two years; we will be working toward becoming happy and healthy adults and contributing community members
- Incorporation of the planetarium into the project
- Inform students of the danger of vaping and recreational drug use
- Service learning and cultural events
- Invite parents to field trips and outings

**Questions**

- Would like more detail on the “health and mental well-being options”
- Would like more details on the summer programming on the Thomas College campus and wondering why they are not listed on the in kind donation list. Is it a day program? Overnight? The whole six weeks? What takes place there? Do students take college classes? Is it like an Upward Bound Model? Where is the funding for the housing, food, academic fees, use of facilities, etc.?
- The planetarium equipment is a relatively large line item, there is no real mention of how the planetarium is to be used or incorporated into the program. It also seems an opportunity for family events.

STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES

RFP #: 202112193  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Lee Academy-Thomas College  
DATE: May 2, 2022  
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:**

Planning—greater clarification as to the participants and their “buy in” would be helpful as well as more specific purpose descriptions

Need for Program—No statistical data given; need hinted around but no numbers or comparative data provided

Description—the idea of using the anchor of dinner to enhance connection to families is interesting

Elements of HQP—section is very vague and provides little insight as to how those items will be accomplished; positive that localized teachers are given hiring priority but training for low performing students is an in-depth process for staff to add to their schedules and no budget or timeline is provided; High school aged students are not able to self dismiss?

Program evaluation—overall information provided continues to be vague and generalized lacking specifics to ground the standard for this program against

Budget—cost per student noted; transportation percent noted; no student fee noted; 1 director, 2 coordinators, and 6 instructors does not match the 1:8 tutoring/homework ratio for 120 students over 2 sites; A \$16,000+ investment in a planetarium should come with another funding source outside of just this grant; paying over \$31/hr for a director position which has no master’s level education requirement (\$9 hire than the site coordinator positions)

Advisory Board—completely internal, no teachers, no parents, no students, no community business leaders

Goals—percentages do no change regardless of goal area; some strategies are more defined than others: dinner strategy mentioned earlier and noted in budget but not defined in goal area

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Lewiston Public Schools  
DATE: 5/1/2022  
EVALUATOR: Diana Allen  
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:**

Both schools are 99% free and reduced lunch - I

Quite a bit of students will be serviced, 200 - I

150 RLP - P

Large number, 200, parents to be reached. - I ( where do they get this number?)

After school and summer science and ss curriculum. Some physical activity.

Appreciate that they are speaking to staff rather than using test scores to identify need. - P

The number of students using their program has declined considerably - Q

Their curriculum is STEM and ss focused and packaged curriculum but they're meeting with math and literacy coaches? - Q

I would be interested to know, since this is a continuous program, how they have used the student surveys to modify their program to increase engagement? - Q

I like the idea of incorporating the Bates students - P

Social skills via circle practice and youth leadership - P

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Lewiston Public Schools  
**DATE:** 5/4/2022  
**EVALUATOR:** JoAnne Dowd  
**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:**

**Positive**

- Program staff will receive training on curriculum, restorative practices and safety procedures as well as strategies for student engagement, creating a positive learning environment and restorative practices for community building and conflict management
- District math and literacy coaches will assist the program director with curriculum design and staff professional development
- Will conduct information nights for parents at the beginning of each session
- Offer monthly family events
- Transportation offered in all directions "site coordinators and program director will regularly ride the buses with students in order to teach and reinforce bus safety procedures, to foster strong social-emotional relationships with students, to support the bus drivers in getting student home safely and to interface and build trust with families
- Meals provided to students through a partnership with FFSP
- Daily physical activity included

**Negative**

- As a renewal grant, taking into consideration that the last round of grant funding started by serving 245 students and over the course of the grant dropped to 150 students. I did not see any explanation for this decline in numbers offered.
- With the high percentage of EL students engaged in the program, it was surprising to see no mention of EL staff being explicitly involved in the PD training for staff and/or on the staff
- There were several mentions throughout of community partners providing in kind services but those in kind services were not listed on the in kind form
- No mention of specifics regarding monthly family events
- Lack of data based information regarding % of students who will show improvement in behavior and increase in homework/class participation
- 30 hours a year is allotted to "youth leadership activities" but no further information is given about what that entails
- A total of 10 hours a year does not seem sufficient to participate in weekly visual and performing arts activities

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Lewiston Public Schools  
**DATE:** 5/4/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

- No information is given about how the program will promote family education, just how they will communicate with families

**Interesting**

- Bates college faculty and staff in the education department will serve as additional advisors on best practices and resources for curriculum design

**Questions**

- Many partners are listed but no specifics are given as to their exact role in the delivery of the programming
- There seems to be a disconnect between weekly nutrition classes and yet it only totals to 10 hours a year
- There are a couple of mentions of the Iksu Filan and Talo Wadaag programs being run weekly, but they are not listed in the program description or accounted for in the hours. What are these programs and are they for all students/?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Lewiston Public Schools  
**DATE:** May 2, 2022  
**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:**

Planning—adequate time for planning is evident; multiple invested parties appear to have seen and offered revision to the grant process

Need for Program—statistical evidence is academic focused but also highlights high level of poverty and impact of poverty on learning; current program is accommodating a number of students similar to renewal proposal and shows activity on goals

Elements of HQP—continuity of teachers and employees in the district; direct district oversight; build curriculum with student contact staff; two meals provided during summer programming

Program management—current leadership will remain in place and continue to work with school leadership; education, communication, and parent involvement plan in place

Program Evaluation—assessments in place and will continue to be used to evaluate improvement goals and student focus

Budget—student cost noted; transportation cost noted; no program fee noted; explanation of salaries and benefits noted

Advisory Board—no parents; no students; no community business members

Goals—first group of math and reading goals are much more aggressive than second group; lots of opportunities for parent engagement with a high expectation of involvement



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** May 1, 2022  
**EVALUATOR:** Erin Frati  
**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  
Serving Southside School in Houlton 100 students (60 rlp) in grades 3-5  
30 weeks school year 2.5hr/day4x/wk 120 days/yr 280 hours/yr  
4 weeks summer 4hr/day 5x/wk 24 days 90 hours  
Cost per RLP \$2,600  
Total request \$156,000

Positive  
School Admin and Partners involved in planning  
The need for a program is well expressed  
Proposed outcome target numbers seem realistic  
Planned involvement of Maliseet tribe  
PQA, SAYO assessment tools  
District covers transportation

Negative

Questionable  
Are volunteers allowed to be in the program /do covid protocols restrict participation ?

Interesting  
Utilizes you to youth for training, Click to Science  
Considers chronic absenteeism and how ASP can work to decrease rates  
District leverages Community Eligibility for child nutrition  
Negotiated use of IT services and network for program use  
Morning enrichment program allows flexibility to students involved in other things  
Program will go virtual in the event of covid

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** 5/5/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**Abstract:** MFRC partnership with Southside School (HSS) to provide summer and after school services to grades 3-5.

**Program Demographics:** 100 students served annually, 55 LP students served per day

**Partners:** MFRC and HSS, along with Title I and Title VI, Katahdin Woods and Waters, Maliseet Tribe, Mane and Tail, Houlton Rec Center- Millar Ice Arena, Katahdin Valley Health Center, 5210 Let's Go Nutrition Program, Chadwick Florist, Coop. Extension, Abby Museum, ME Children's Museum, UMPI/UMO, Hannaford- Houlton, Region II and Houlton High School

**Planning:** Leadership involved students, parents, and teachers/staff in planning by incorporating their feedback from surveys.

**Need for Program:** The poverty in Houlton is 28% compared to the state level of 11%. The Maliseet Tribe is 5% of Houlton's population and has a poverty level of 71%. 70% of students are eligible for free and reduced lunch. HSS is a targeted Title I, ESEA Tier 3 school.

**Program Design:** The proposal offers a variety of academic and enrichment opportunities with special supports for targeted students. The current program is invitation-only. The proposal aims to recruit strong staff and utilize resources from Title I, IV, and VI. The proposal describes a safe and appropriate environment with several built-in regulations.

Positive: Inclusion of a student advisory board and use of student input.

Positive: Plan to use varied instructional methods and formats to support different learning needs.

Question: How often will the ASP coordinator collaborate with school day staff?

**Program Management:** The MFRC Director will work 30hrs/week. RSU29 administrators commitment to program support. Quarterly meetings will allow the ASP advisory board to consider programming, sustainability, and community partnerships. The communication/dissemination plan is adequate.

Question: Will there be any regular (monthly/quarterly) check-ins with parents on student progress?

Positive: Volunteer training and planned roles within the program for volunteers.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** 5/5/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

**Program Evaluation:** Positive: Tracking evaluation data in Google spreadsheets so it can be accessed by all relevant users at any time.

The program will use SAYO and PQA as objective measures as well as student/parent/staff surveys. Attendance, grades, student reflection, and observation will also contribute to the evaluation. Identified areas of need for improvement will be met with professional development and director follow-up.

Targeted outcomes for academic goals increase by year.

Interesting: Sustainability goal that involves students disseminating information about ASP.

**Budget Narrative, Budget**

Cost per RLP student is \$2,600.

\$60,621 in-kind donations from MFRC and RSU 29. The district will pay for full transportation costs. The program will be at no cost to students. State and municipal funding total \$29,236.

**Capacity for Success and Sustainability:**

An established advisory board has several members from the school district. Goals for quarterly meetings target long-term sustainability of the program. The roles of key partners are adequately described.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. 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:**

Abstract- RENEWAL

**Positive-** Brief but details

Program Demographics

**Positive-** \$156,000, 100 kids, grades 3-5, 60 RLP, grades 3-5, one school,

**Question or Concern-** Partners - no names or positions

Planning

**Positive-** 17 meetings with positions, began 7/21, focus meetings 11/21, stakeholder surveys, 100% of students said they liked the after-school program.

Need for Program

**Positive-** The need is there, 3<sup>rd</sup> poorest county in Maine, 8<sup>th</sup> year, based on surveys.

Program Description

**Positive-** Summer and school year programming, flexible parent engagement/education on weekend or nights, and surveys.

**Question or Concern-** "time with homework, classwork, and projects."

Type of Proposal- Renew

**Positive-** MFRC has partnered the HSS for eight years for an after school, the last three years was the CCLC grant with an average of 66 students attending 30+ days, and three years of attendance data.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Summer Schedule

School Year Schedule

**Positive-** Both the summer program and school year program have more hours per year than suggested. There is a half hour a day more in the school year than suggested.

Summer Staffing

School Year Staffing

**Positive-** Both enrichment and recreational are the suggested ratios. Homework Help/Tutor is one lower with 3-8 than the suggested 4-8.

Elements of High-Quality Programming

Linkage to School Day

**Positive-** “MFRC will recruit RSU 29/HSS staff familiar with students.” MFRC and HSS will coordinate professional development that focus on the needs of LP students, and a clear chain of communication. Right down to administration communicating changes to the calendar.

Strong Instructional Leadership

**Positive-** District staff to have preference, district to approve outside hires. MFRC provides job descriptions for hiring.

**Question or Concern-** ASP coordinator to be hired, “MFRC will encourage lesson plans”, “ASP will be expected to participate”,

Safe and Appropriate Environment

**Positive-** Use of the school, transportation, parent contract, etc. The environment is physically safe and healthy.

**Question or Concern-** I am not seeing a focus on how the program is emotionally safe for kids.

Student-Driven Program

**Positive-** Student advisory team meets every 4-6 weeks with afterschool staff. Driven by student input!

Regular Attendees

**Positive-** Hours will be flexible for parents and students!

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Program Management

Program Leadership

**Question or Concern-** To hire- MFRC Director? Requirements, experience, responsibilities, characteristics. Disjointed!

School Leadership Support

**Interesting-** Administrators are on the advisory board with a host of responsibilities.

Staff Professional Development

**Positives-** Weekly informal staff meetings.

**Question or Concern-** Why informal? I would like to have seen some examples of trainings they are thinking about. A lot of work for the director to take trainings then bring it back to the staff- Teachers should already be well versed in the CCSS/MLRs.

Communication/Information Dissemination

**Positive-** A clear protocol for communication among the program staff and school staff, after-school staff will communicate with parents!

Transportation

**Positive-** Provided by RSU 29

Volunteers

**Positive-** A robust plan is in place for outreach, and vetted by RSU 29! Why volunteers are important to the program!

Program Evaluation

**Positive-** A diverse committee to evaluate the program, use of technology, focus on SEL, and student choice (student leadership team). Already thinking about sustainability with the evaluation “potential funders or stakeholders”.

**Question or Concern-** “data evaluation on a “regular basis”- what is the timeline?

Budget Narrative

**Positive-** \$2600 per student (max), \$156,000, four weeks added, 100 students, 60 RLP,

**Question or Concern-** “Families encouraged to donate”, additional fees for field trips.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

In-Kind Contributions

**Positive-** Administration, food, maintenance, supplies, occupancy, salaries & wages, student transportation, telephone, utilities.

**Question or Concern-**

Program Income

**Information-** 21<sup>st</sup> CCLC Grant , State and Municipal- RSU 29, Title 1

Personnel Expenses

Looks good

Equipment Purchases

Robot Class Pack

Budget Summary

\$257,641.22

Success & Sustainability

**Positive-** Advisory board position information, clear outline of roles and responsibilities.

**Question or Concern-** Lack of diversity in the advisory board: no students, no businesses or organizations. They have a lot of work to do for a program that has been running for 8 years.

Proposal Goals

Academic Improvement

**Positive-** Math, literacy, coordination with teachers.

**Question or Concern-** IXL, lack of detail, voice.

Health and Wellness

**Positive-** Physical activity, outdoor activity.

**Question or Concern-** physical activity 20-30 times a year.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Nutrition

**Positive-** 5-2-1-0 and cooking classes, healthier food choices, daily snack

**Question or Concern-** not a fan of the timeline- 12-18 times per year.

Preventative Programming

**Question or Concern-** no real plan in place.

Educational Enrichment

**Positive-** STEM, some activities.

**Question or Concern-** use of websites.

Community Service Learning

**Question or Concern-** Work to be done to organize this with the student leadership team.

Visual/Performing Arts

**Positive-** There is a variety of sessions.

**Question or Concern-** I do not understand the “student leadership will help guide programming.”

Family Engagement

**Positive-** Surveys, opportunity to help out, newsletters, newspaper and social media.

**Question or Concern-** Work to be done to create events for parents.

Sustainability and Collaboration

**Positive-** Invite new stakeholders: parents, community members, business partners and students.

**Question or Concern-** Is there an interest? Four advisory board meetings????

Staff Professional Development

**Positive-** Strong oversight

**Question or Concern-** Nothing specific to academic for students.



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 29)  
**DATE:** April 27, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Required Insurances

**Information-** One private school- NO, signed and dated!

COVID Impact

**Positive-** They are ready!

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: Maine Family Resource Center (RSU 89)  
DATE: 5/3/2022  
EVALUATOR: Diana Allen  
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:**

Excellent use of stats in the planning section - I

64 students annually, a decent amount for a small school/community- P

Very good statistics to support the planning process - P

Supported the idea of a strong community need for the program - P

Like to additional focus of poor attendance as a reason to target students for program - P

Activity and event reflection to help student retainment in program - I

The student driven aspect is weak, they do not mention in opportunity for student choice to drive enrichment. - N

Who comprises the student advisory team, students? - Q

Balancing instructional support with engaging activities to improve engagement - P

Not sure of the addition of the data team when looking to connect with school personnel on ways to support and supplement student learning - Q

It would be good to hear how they've used their evaluations to make changes in the past. - Q

Like the idea of reaching out to retired teachers and a source for staffing - P

I like the idea of donations, rather than fees, but what happens to the donation funds? - Q

Broad variety of community partners. - P

Love the idea of cooking class, this is a skill many kids don't have. - P

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 89)  
**DATE:** 5/2/2022  
**EVALUATOR:** JoAnne Dowd  
**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:**

**Positive:**

- High number of teachers willing to work in the program and the advisory board.
- High % of parents report their children will attend the program( 95%).
- That there are students on the planning team.
- Partnering with Food Corps-AmeriCorps
- Partnering with 5210 program
- Enrichment will include life skills, outdoor ed, drama, arts and crafts, etc
- "A student advisory team will form and meet every 4-6 weeks with ASP staff. This team will help plan enrichment activities, student led activities and discuss new programming ideas."
- Team building activities will help ensure all students feel welcomed.
- RSU 89 will assume approximately 95% of transportation costs
- A lot of in-kind donations

**Negative**

- No evidence that the following topics will be given time in the program, even though they are listed in the program description: life skills, cultural/multicultural activities
- The "improvement in student behavior" is not data based, neither is "increase in homework completion and class participation." A yearly survey is not sufficient to provide data or make changes as needed.
- The frequency/number of times an activity is being offered does not seem frequent enough to make a true change or impact in a student's life/attitude/habits. In the overview it mentioned students not getting enough physical activity and yet the physical activity is only 25 hours a year. Same with cooking classes. 12 hours a year is not impactful enough for students to really learn how to cook or many any meaningful change in eating habits. It also seems low as students had listed this as a preferred activity in their surveys
- Under safety class subjects, the numbers do not add up. 10-15 times a year is listed, but only totaling up to 8 hours
- 8 hours a year on a community service project does not seem sufficient to make an impact on students or the community. Additionally, if this is one of the strategies for sustainability, I would think it would want to move more toward front and center of the project
- 8 hours a year on visual/and performing arts does not seem to add up to the 8-12 times a year. And this number seems low as students had noted it as a preferred activity in the surveys.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 89)  
**DATE:** 5/2/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

- There is no increase in the anticipation of parent participation from year 1 to year 4.
- There is no increase in the anticipation of parent participation in survey completion from year 1 to year 4
- The dollar amount for fundraising seems quite low, considering they are working toward sustainability of a nearly 100,000 dollar a year program

**Interesting**

- Student surveys indicate a significant number of students are interested in Field trips, cooking/baking, STEM, arts/crafts and outdoor ed.
- The poverty rate should be higher but parents are reluctant to share income data with the school
- 43% of students surveyed said if they were not at the ASP, they would be home watching tv or playing video games and a high % of students surveyed mentioned wanting to “be with friends” at the program
- 96% of parents responded ASP would help their child
- To address absenteeism, students must attend the regular school day to participate
- Parent education will include “how to help students with homework”
- The student leadership team and parent/student/teacher surveys will determine topics of interest
- Some interesting ideas listed under sustainability. Creating collaborations with community organizations, and performing community service to raise the profile of the program, also intentionally spreading “good news” within the community about the benefits of the program; also creating an advisory panel to continue beyond the life of the grant for sustainability

**Questions**

- The “SAYO survey” is mentioned several times, I don’t know what that is, and not sure it is clarified anywhere in the document.
- The program has already existed for 5 years and the % of underperforming students is still remarkably high. Where did they start 5 years ago and what are they doing differently or the same to address these needs? What improvements have they seen so far?
- I don’t understand how “The Maine health and safety checklist, the PQA and “second step” program will ensure students are in an emotionally safe physically safe and healthy environment.”
- Who will monitor the comings and goings of students allowed to go to practices, games, etc?
- PD for staff is mentioned several times, yet not the topics or the nature of the PD. If the staff is mostly teachers and ed techs from the school, what PD are they receiving? (“district staff working for ASP will be expected to participate in district workshops, early release training and 10 hours of PD provided by MFRC”)
- I don’t know what “PQA” is
- Morning enrichment is mentioned only one time in the RFP; is that part of this grant or a different initiative?
- I don’t know what Y4Y is
- The program evaluation is not outlined or unpacked. They mention how they will use the results, but do not say what or how they will evaluate.
- Why do teachers only make one dollar more an hour than ed techs?
- Is the dollar amount for subcontracted services sufficient for what are listed as activities?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 89)  
**DATE:** 5/2/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

- If the after school program is basically the staff from the school, and the students are not being successful in school, what is different? How will they achieve a different outcome?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** Maine Family Resource Center (RSU 89)  
**DATE:** May 4, 2022  
**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:**

Planning—survey information was very helpful; evidence of long-term work on proposal in place with multiple points of insight and contribution

Need for Program—statistics and data provided both from an academic prospective as well as a community health perspective; program numbers from the past five years demonstrate a service level consistent with that proposed for this funding contract

Elements of HQP—staff familiar with student needs and assessments and oversight with school leadership; program will have a student advisory team; program hours are flexible to before and after school to work around sports and other activities and still allow for academic support

Program evaluation—in-depth evaluation in place that they will continue to build upon which includes students, teachers, administration, and parents

Budget—cost per student noted; transportation cost noted; no required program fee noted

Advisory Board—includes educators, parents, staff, community members

Goals—Strategies and activities seem well thought out and goals achievable to number of students; large number of opportunity for parent involvement; percentage that will find the information helpful seems low

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFP #: **202112193**  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program  
BIDDER NAME: RSU 24  
DATE: 5/4/2022  
EVALUATOR: Diana Allen  
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:**

A small request amount, for students from 3 different schools with a wide range of programming- I

Appropriate RLP amount - P

A good number and variety of community partners, also mentioned their support and confirmed commitment - P

Strong display of student/community need supported with statistics - P

Precise and exceptional student to teacher/staff support in homework and tutoring. - p

Healthy relationships are a part of the of the healthy appropriate environment - P

Interest surveys to students will help determine the programming offered - P

Staff meeting will be used to determine student identification and recruitment - P

Great use of work-study funding at university. - P

Very little statistical data was entered into the program evaluations section - N

Relatively low cost per student - I

Some registration fees will be charged. Scholarships will be offered. - P

Appreciated that they shared their historical success with this grants goals and expectations - P

Fundraising committee is a great idea - P

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 24  
**DATE:** 5/3/2022  
**EVALUATOR:** JoAnne Dowd  
**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:**

**Positive**

- # and diversity of community partners (community health and counseling, Adult Ed, Healthy Acadia, Good Shepherd Food Bank, Schoodic National Scenic Byway Committee, Sheriff's Dept.)
- "develop and distribute surveys to gather student, parent and community feedback
- "integration of resources and services between Title 1 and 21<sup>st</sup> century
- Need: limited community resources and very few out of school time opportunities
- Families have not practical access to after school care
- Majority of families report not being able to afford YMCA fees
- There is no transportation between these communities and the YMCA
- "programming will be individualized and student centered
- "heighten intellectual curiosity and build aspirations
- 14, 000 yearly in Title 1 tutoring support
- Site leaders will prepare monthly calendars and lesson plans that address intended student outcomes. Tutors will plan/implement instruction and monitor student progress according to the goals of each individual learning plan
- The 40 developmental assets, Responsive Classroom, SAYO surveys and PBIS plans will be utilized to ensure that each student experiences a safe and appropriate physical and emotional environment, rich with positive adult relationships
- Improving communication and conflict resolution skills
- Engaging, hands-on learning through academic centers, mini-courses/projects, student drive themes, activities, programs/projects, student leadership
- Responsive classroom techniques including guided discovery, student choice and collaborative problem solving.
- Student planned/centered project based experiences and problem based service learning
- Site leader, tutors and classroom teachers keep parents informed of progress
- Students receiving one or more failing grades will be required to choose a plan of action that includes before/after school programming, vacation crunch session and/or summer academy
- A week of orientation to highlight program goals, review policies, plan programming and celebrate success
- 6 PD trainings on topics such as Search Institutes 40 Developmental Assets, PQA, SAYO surveys, PBIS, Student centered learning opportunities, Eureka Math, STEAM topics, Restorative Justice, debriefing/reflection techniques and our emergency response plan



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 24  
**DATE:** 5/3/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

- Site leaders will attend school staff meetings in order to ensure the effective identification/recruitment of students, outline program objectives and present data on program progress  
**Transportation home will be available to all participants at all sites**
- Volunteers will be recruited by U of M work-study students, local high school service learning and community service programs, and the Hancock County extension office
- Individual tutoring plans
- Outcomes-drive model
- Strong amount of in-kind donations
- “set individualized goals for those students needing to improve behavior. Develop incentive program to promote regular attendance, homework completion, class participation and positive behaviors
- 20 min daily plus one session a week of physical activity
- Cooking matters plus Fit Dance course
- Cultural celebrations
- Covid Response: creating academic and enrichment kits for each student in order to limit exposure and cross-contamination

**Negative**

- Sustainability plan seems weak/non-existent
- The plan for an increase in homework completion and class participation is not really data based “check in regularly with teachers”
- The # of hours seems low for Visual/Performing Arts; 10 programs totaling only 16 hours in a year, does not seem sufficient for any kind of visual or performing arts event
- Fundraising amount seems too low in year 4 as they transition out of the grant to a self-sustained program

**Interesting**

- Intergenerational events
- Adult ed will provide discounted course offerings to parents of attendees and high school students
- 5-day crunch sessions
- Attendance contests and incentives and field trips based on satisfactory attendance
- Staff will increase phone calls home to share success on students, solicit feedback on program happenings and keep parents informed of student progress
- Students will utilize after school activities as a way to meet proficiency in school day standards
- Staff will be teamed with a peer coach to address self-identified areas of improvement
- The report card package will include tutoring updates. Program outcomes will be shared with the advisory board and School Board
- Host a minimum of 4 intergenerational events at each site each year
- Train parents/families in the use of technology based programs that can be accessed any time
- UMaine Extension to provide parenting classes/informational events

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 24  
**DATE:** 5/3/2022  
**EVALUATOR:** JoAnne Dowd  
**EVALUATOR DEPT:** Department of Education

**Questions**

- There are a couple of mentions of a before school program that is not “unpacked” anywhere. What takes place at before care? How many students does it serve? Is it at all 3 sites?
- I don’t know what MANDT is
- I don’t know what PQA is

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 24  
**DATE:** May 4, 2022  
**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:**

Planning—explanation of individuals involved and their “buy-in” would be helpful to gauge the variety of input into the grant process; it is noted that the majority of the work on this grant occurred in March

Need for program—some statistical data provided around community poverty and academic performance rates.

Program Description—use of current program appears strong and families engaged; Summer program schedule proposal exceeds requirements; school year program schedule proposal exceeds requirements

Elements of HQP—strong overlap in school standards and program standards; school staff and program staff communication as well as use of school staff in program; student choice and leadership

Program management—collaboration between school staff and program staff; thought out communication and recruitment strategy; program updates included with report cards

Budget—student cost noted; school transportation contribution noted at 35%; sliding scale of registration fees with scholarships available noted

Advisory Board—includes RSU staff, students, and program parents but does not include any community business members

Goals and Outcomes—math scores “will improve” with no marker of what the acceptable level of improvement allows their percentage outcomes to be very high (45-60%); carried over into reading as well; using these same percentage goals moving students from not proficient to proficient in these areas seems to be very high percentage goals; do not yet have a plan worked out for how they will meet STEM program offerings; state they will work with partners to achieve cultural goals but this is not mentioned in the Roles and Commitments of Key Partners section and there does not appear to be a partnership yet in place to assist in this goal; do not yet have a plan worked out for how they will meet Visual and Performing Arts program offerings; variety of parent engagement and communication strategies outlined;

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68 MSAD 68  
**DATE:** May 1, 2022  
**EVALUATOR:** Erin Frati  
**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  
Serving 2 schools grades k-4 and 5-8 80 students  
\*30 weeks school year 2hr/day4x/wk 120 days/yr 240 hours/yr  
\*6 weeks summer 4hr/day 6x/wk 24 days 96 hours  
Cost per RLP \$ 1875  
Total request \$150,000

Positive  
Inclusion training requirement  
Commitment to digital communication platforms  
SAPQA assessment tool  
Leveraging USDA child nutrition program/ title 1 funds/ ARP funds  
Robust summer component planning to serve 100 youth  
District providing 100% transportation

Negative  
Expense of ropes course ...is this allowable ?  
With all the arts organizations as partners the arts programming doesn't seem very specific  
Strategies and Activities are not very specific  
Proposed outcomes begin realistically, but the intended increase in improvement may be too high

Questionable  
Staffing Ratios seem to work out but they were not in lowest common denominator format  
The tech programming used for math and reading is the same the school day uses?  
Sounds like the program will stay in person if a covid outbreak occurs?

Interesting  
Included SRO on the planning team  
Community partners are interestingly varied

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68  
**DATE:** 5/5/2022  
**EVALUATOR:** Kayla Hartt  
**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:**

**Abstract:** The proposed program (HOWEE) will serve a total of 100 students in grades K-4 and 5-8.

**Program Demographics:** RLP students to be served annually= 80 (80% of total)

**Partners:** Monson Arts, Piscataquis Soil and Conservation, Center Theaters, D-F Recreation, D-F PD, Piscataquis Regional YMCA, Piscataquis County Ice Arena, Thompson Free Library

**Planning:** Staff surveyed the community and partners.

**Need for Program:** Rural location, higher ACE percentage at 32.2%, and obesity prevalence when compared with state averages. The childhood poverty level is also higher than the state average.

**Program Design:** Description is adequate but lacked details regarding the types of family engagement, professional development, etc. Virtual and in-person parent information sessions to inform parents of the program. Linkages to the school day are adequate.

Student-driven programming

Positive: recognition of different learning styles.

Negative: There isn't a specific system in the proposal regarding how students will participate in selecting activities.

96 summer hours

240 school year hours

**Program Management:**

Positive: Description of volunteer role as 'specialists' in program areas.

Question: How will information on individual student progress be reported to parents?

Positive: Carryover of resources (such as software programs) between school and HOWEE programming.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68  
**DATE:** 5/5/2022  
**EVALUATOR:** Kayla Hartt  
**EVALUATOR DEPT:** Department of Education

**Program Evaluation:** Data will come from the School-Age Quality Assessment, teacher surveys, and NWEAs and state science assessments.

Question: While the proposed percentage of goals to be achieved increases each year, would this be realistic considering that some students will move on to high school and other, new students will start the program (for example) during year four?

Negative: (Health and wellness goal) The outcome would be measurable as percentage of students participating, but minutes doesn't seem to work for measurement in this scenario.

Academic goals are measured by the amount of opportunities attended. This may be difficult to achieve in each educational category since the program runs during limited hours.

Family engagement goals involving the number of parents who participate are adequate.

Professional and staff goals are also adequate.

**Budget Narrative, Budget Forms:**

Cost per RLP student: \$1,875. Parents have the option to pay \$50 for summer enrichment camps.

In-kind contributions come from RSU 68 and FA. Federal funding from ARP and Title I in addition to CCLC.

The proposed ropes course would cost \$35,000 and would be funded by CCLC.

**Capacity for Success and Sustainability:**

Board members are identified and include students, teachers, a parent, RSU leadership and partner affiliates.

Negative: The sustainability plan lacks specifics. It highlights continued funding such as Title I and mentions other potential grant sources, charging program fees, and fundraising.

Positive: The proposal notes a plan for future partnerships.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. 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:**

**Abstract**

**Positive-** The program will provide opportunities for students “collaborate in team-building, problem-solving, career aspirations, nutritional, and physical health to accomplish personal and academic goals.”

**Question** It states that there are six areas for educational and developmental opportunities, but only mentions three- academic support, educational activities, and project-based enrichment. Missing the other three.

**Program Demographics**

**Positive-** 100 kids, 80 RLP, \$150,000, K-8, diversity in partners, SPED 3

**Planning**

**Positive-** Whole group meeting, established norms, set goals, set sub committees, bi-monthly, in-person and virtual, reached out to community members and organizations, sent surveys to gauge interest. Meeting dates are detailed and honest (who the members are), ten meetings,

**Question or Concern-** Finalization still needs to happen.

**Need for Program**

**Positive-** Highest poverty rate in Maine, the climate relies on the school district for opportunities, closing of mill and stores, data driven, ACES 32.2 % (68)/ 23.8% (state), living below the poverty line is 23.8%, keep kids engaged and active. There is emotion in the statement and the need is there.

**Program Description**

**Positive-** summer and school year programming, Academics taught by teachers, professional development prior to opening day.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Concern-** The description seems fast and unorganized, past and future tense, “estimated” staff.

Type of Proposal- NEW

**Positive-** Student identification from Parent/Teacher conferences, communicate the goals of the program, information on the website and application, PROVIDING transparency!

Summer Schedule

**Positive-** Exact numbers to suggestions.

School Year Schedule

**Positive-** Exact numbers to suggestions.

Summer Staffing

**Concern-** NOT EVEN CLOSE TO THE SUGGESTION!

School Year Staffing

**Concern-** NOT EVEN CLOSE TO THE SUGGESTION!

Elements of High-Quality Programming

Linkage to School Day

**Positive-** Teachers will identify students, educational programming align with academic standards provided by the teachers,

**Concern-** Seem to rely on computer programs for literacy (RAZ) and math (IXL) for instruction.

Strong Instructional Leadership

**Positive-** Teachers will attend grade level meetings once a month, staff to create student surveys,

**Question -** “hired staff to work with students and classroom teachers to create attainable goals.” Who are these people?

Safe and Appropriate Environment

**Positive-** Caring staff, nutritious snacks, and transportation.

**Concern-** We are given ample reason why but there is no plan yet, no detail as to the ACTIONS they will take!



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Student-Driven Program

**Positive-** reading instruction, learning centers, hands on learning by student interest, structured instruction.

**Concern-** “Projects will be worked upon after school meet classroom goals and standards before continuing with activities offered in the program.” This does not sit well with me, given the staff/student ratio. This program is about enhancing learning, not staying after to fix/finish school work!? What am I missing?

Regular Attendees

**Positive-** Use of communication, create brochures and timelines to share weekly, and provide transportation.

**Question or Concern-** “sessions that work best for the majority of attendees.” This sounds like the opposite of student choice.

Program Management

Program Leadership

**Positive-** Program director and responsibilities.

**Question or Concern-** The Program director’s responsibility to hire all staff- I would like to see some resemblance of a committee when hiring. Very little detail.

School Leadership Support

**Positive-** School leaders to help with additional staffing, physical space, and use of equipment.

**Question or Concern-** “communicate programming information to stakeholders.” I thought this was the job of the program director?! There is zero detail about how they will support the program.

Staff Professional Development

**Positive-** inclusion, student engagement, and creating a welcoming environment for starting the school year

**Question or Concern-** Who is the “current staff providing academic support”? Teachers? SO many people!

Communication/Information Dissemination

**Positive-** Data collection, surveys, print and digital form, pamphlets, flier, intercom announcements, website, YouTube, Instagram, school mobile app.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Transportation

**Positive-** PROVIDED!!!!

Volunteers

**Positive-** School-authorized!

Program Evaluation

**Positive-** School-Age Program Quality Assessments, teacher surveys, quarterly, NWEA data, program adjustments for student goals. Reviewed with staff, then the program director with share with the leadership and advisory board

Budget Narrative

**Positive-** \$150,000, 100 students, lots of activities. Summer program- salaries, ropes course, supplies, transportation, meals, After school- salaries, supplies and materials, transportation, and snacks.

**Question** - Is the programing for this summer or next?

In-Kind Contributions

**Positive-** Occupancy, administration, utilities, student transportation, and food

**Question** – What is FA?

Program Income

**Positive-** CCLC, ARP, and Title 1

Personnel Expenses

**Positive-** Teachers

Equipment Purchases

**Positive-** Ropes Course and Nature Trail

**Question or Concern-** Wow- \$35,000- what does that do? Page 32 (15.) \$5,000 is listed for Administration (I thought that was in-kind). Does it just mean that it's a part of the grant, not that the grant cover it?

Budget Summary

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

Looks Good

Success & Sustainability

**Positive-** Good variety in advisory board. The Plan is detailed and organized.

Proposal Goals

Academic Improvement

**Positive-** Math centers, teachers to meet with math interventionist, literacy activities, focus on positive behaviors, and self-reflection.

**Question or Concern-** Low proposed outcomes. ☹ Pg. 43 “allowing for continued support in work completion (what does this mean? Why such a focus on work completion? What is happening during the day?).

Health and Wellness

**Positive-** daily physical activity,

**Question or Concern-** Only 15 minutes a day? Why the increase throughout the years in proposed outcomes?

Nutrition

**Positive-** Daily, sessions on nutrition and healthy choices.

**Question or Concern-** 10 minute snack?

Preventative Programming

**Positive-** 5<sup>th</sup>- 8<sup>th</sup>, career development and abstaining from drugs and alcohol. All will participate ☺

Educational Enrichment

**Positive-** STEM opportunities

Visual/Performing Arts

**Positive-** writing and producing plays, outdoor instrument concert, bongos and drums, and poetry reading.

**Question or Concern-** Someone explain the propose outcomes to me ☺

Literacy

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202112193  
**RFP TITLE:** 21<sup>st</sup> Century Community Learning Centers Program  
**BIDDER NAME:** RSU 68/MSAD 68  
**DATE:** April 25, 2022  
**EVALUATOR:** Tara B. Morin  
**EVALUATOR DEPT:** Department of Education

**Positive-** poetry unit, author study, at text-set unit, and book club

**Question or Concern-**

Family Engagement

**Positive-** This is great! Parent participation and communication!!!!

Sustainability and Collaboration

**Positive-** Advisory board, future stainability!

Staff Professional Development

**Positive-** Monthly review of student progress, integrated calendar for trainings, collaboration and reflection on program effectiveness.

Required Insurances

**Informing-** Private School did not want to participate. Signed and dated!

COVID Impact

**Positive-** Well stated.



Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF EDUCATION

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202112193**  
**RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program**

**Diana Allen**

I, (print name at right)

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 and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

  
Signature

3/23/22  
Date



Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF EDUCATION

Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202112193  
RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program

I, (print name at right) Erin Frati  
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 and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

EW Frati  
Signature

March 23, 2022  
Date



Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF EDUCATION

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**

**RFP #: 202112193**

**RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program**

I, (print name at right) JoAnne Dowd

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 and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

  
Signature

3/21/22  
Date





Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF EDUCATION

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**

**RFP #: 202112193**

**RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program**

**Kayla Hartt**

I, (print name at right)

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 and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.

Signature

Date

3-24-22





Janet T. Mills  
Governor

STATE OF MAINE  
DEPARTMENT OF EDUCATION

Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202112193  
RFP TITLE: 21<sup>st</sup> 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.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

Signature

3/21/22

Date



STATE OF MAINE  
DEPARTMENT OF EDUCATION

Janet T. Mills  
Governor

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFP #: 202112193**  
**RFP TITLE: 21<sup>st</sup> Century Community Learning Centers Program**

I, (print name at right) Tara 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.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

Signature

Date