

**State of Maine  
Master Score Sheet**

RFP# 202312252					
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)					
Bidder Name:		Augusta School Department	Bangor School Department	Great Salt Bay GSD – Fiscal Agent for MidCoast 7, Adult Education, Hub 7	Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)
Proposed Cost:		\$245,6598	\$276,706	\$404,995.99	\$290,901
Scoring Sections	Points Available				
Section I: Preliminary Information	No Points-Eligibility Requirements	Pass	Pass	Pass	Pass
Section II: Organization Qualifications and Experience	5	4	5	3	3
Section III: Proposed Project	55	47	53	42	41
Section III: State Competitive Priority Areas	15	12	11	9	8
Section IV: Cost Proposal	25	25	23	21	22
<b>TOTAL</b>	<b>100</b>	<b>88</b>	<b>92</b>	<b>75</b>	<b>74</b>

<b>Bidder Name:</b>		<b>Lewiston Adult Education</b>	<b>MSAD 54</b>	<b>Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8</b>	<b>Regional School Unit 25</b>
<b>Proposed Cost:</b>		<b>\$667,838</b>	<b>\$298,957</b>	<b>\$673,698</b>	<b>\$196,423.34</b>
<b>Scoring Sections</b>	<b>Points Available</b>				
Section I: Preliminary Information	No Points-Eligibility Requirements	Pass	Pass	Pass	Pass
Section II: Organization Qualifications and Experience	5	5	5	3	3
Section III: Proposed Project	55	54	54	47	44
Section III: State Competitive Priority Areas	15	14	15	12	10
Section IV: Cost Proposal	25	24	25	24	23
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>97</u></b>	<b><u>99</u></b>	<b><u>86</u></b>	<b><u>80</u></b>

**RFP# 202312252**

**FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)**

<b>Bidder Name:</b>		<b>RSU #39 Eastern Aroostook Adult and Community Education</b>			
<b>Proposed Cost:</b>		<b>\$205,572.02</b>			
<b>Scoring Sections</b>	<b>Points Available</b>				
Section I: Preliminary Information	No Points- Eligibility Requirements	Pass			
Section II: Organization Qualifications and Experience	5	4			
Section III: Proposed Project	55	41			
Section III: State Competitive Priority Areas	15	12			
Section IV: Cost Proposal	25	22			
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>79</u></b>			



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**A. Pender Makin  
Commissioner**

5/8/2024

Dr. Kayla Sikora  
Augusta School Department  
Director of Adult Education  
22 Armory St., Northern Wing- Buker Community Center  
Augusta, ME 04330

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Dr. Sikora:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

- Augusta School Department
- Bangor School Department
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- Lewiston Adult Education
- MSAD 54
- Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8
- Regional School Unit 25
- RSU #39 Eastern Aroostook Adult and Community Education

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

As stated in the RFP, following announcement of this award decision, all submissions in response to the RFP are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

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

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

Sincerely,

DocuSigned by:  
  
F91E405839A2447...

Megan Dichter  
State Adult Education Director

## STATEMENT OF APPEAL RIGHTS

**State Appeal of Contract Awards:** Any person aggrieved by the award decision that results from the RFP may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in [5 M.R.S.A. § 1825-E](#) and [18-554 Code of Maine Rules Chapter 120](#). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of conditional contract award.

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**A. Pender Makin  
Commissioner**

5/8/2024

Greg Leavitt  
Bangor School Department  
Director of Adult Education  
121 York St.  
Bangor, ME 04401

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Greg:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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**A. Pender Makin  
Commissioner**

5/8/2024

David Watts  
Great Salt Bay CSD  
Director Central Lincoln County Adult Education  
767 Main Street, Suite 1A  
Damariscotta, ME 04543

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear David:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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State Adult Education Director

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Commissioner**

5/8/2024

David Durkee  
Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)  
28 Jameson Hill Road  
Old Orchard Beach, ME 04064

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
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Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

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Commissioner**

5/8/2024

Jennifer Tiner  
Lewiston Public Schools- Adult Education and Career Development Hub 6  
Director of Adult Education  
145 Birch Street  
Lewiston, ME 04240

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Jennifer:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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Megan Dichter  
State Adult Education Director

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**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**A. Pender Makin  
Commissioner**

5/8/2024

Jeremy Lehan  
MSAD 54  
Director of Adult Education  
61 Academy Circle  
Skowhegan, ME 04976

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Jeremy:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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Megan Dichter  
State Adult Education Director

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**A. Pender Makin  
Commissioner**

5/8/2024

Dr. Abbie Yamamoto  
Portland Public Schools  
Executive Director of Portland Adult Education  
14 Locust St.  
Portland, ME 04101

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Dr. Yamamoto:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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Commissioner**

5/8/2024

Kathy Pelletier  
Regional School Unit 25  
Director of Adult Education  
102 Broadway, Suite one  
Bucksport, ME 04416

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

Dear Kathy:

This letter is in regard to the subject Request for Proposals (RFP), issued by the State of Maine Department of Education for FY25 – 27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231). The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following applicants:

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5/8/2024

Danny MacDonald  
RUS #39 Eastern Aroostook Adult and Community Education  
308 Sweden Street, Suite 2  
Caribou, ME 04736

**SUBJECT:** Notice of Conditional Contract Awards under RFP # 202312252,  
FY25 – 27 Competitive Grant Application for FY 25-27 Competitive Grant  
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Dear Danny:

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- Regional School Unit 25
- RSU #39 Eastern Aroostook Adult and Community Education

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

As stated in the RFP, following announcement of this award decision, all submissions in response to the RFP are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

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

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

Sincerely,

DocuSigned by:  
*Megan Dichter*  
F91E405839A2447...

Megan Dichter  
State Adult Education Director

## STATEMENT OF APPEAL RIGHTS

**State Appeal of Contract Awards:** Any person aggrieved by the award decision that results from the RFP may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in [5 M.R.S.A. § 1825-E](#) and [18-554 Code of Maine Rules Chapter 120](#). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of conditional contract award.

**Federal Appeal of Contract Award:** Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Secretary of the US Department of Education. For further information about the federal appeal rights process, see [EDGAR §76.401](#).

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

**RFP TITLE:** (FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231))

**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>4</b>
Section III. Proposed Project	<b>55</b>	<b>47</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>
Section IV. Cost Proposal- Budget	<b>25</b>	<b>25</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>88</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

**RFP TITLE:** (FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231))

**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

Career aspirations network seemed to stick out.X2

Solid overall- Different elements of the centers working together. X 2

Easy to read and follow.

A solid overview, but did not see two examples of specific programs. X2

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

**RFP TITLE:** (FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231))

**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>4</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)

Includes all elements addressed above in Part IV, Section II.

Career aspirations network seemed to stick out.X2

Solid overall- Different elements of the centers working together. X 2

Easy to read and follow.

A solid overview, but did not see two examples of specific programs. X2

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

**RFP TITLE:** (FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231))

**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>47</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

\*Steady increase in enrollment- explained any dips along the way.

\*Explained why students were not sharing SSN and steps they took to provide students information on how they'd be used.

\*re-entrance survey to help identify barriers and how to mitigate them.

\*Poverty rate vs. basic needs

\*1/3 of learners have disability

\*Bridge to self-sufficiency tool.

\*High Pop with mental health needs and NAMI training for employees. They wish to increase

\*Integrating IEP plans

\*Multiple on ramps and stackable programming.

\*FY25 – Preparing a class for new immigrants

\*Brighter futures day with KVCC

\*Partnerships with sherrifs department

\*Numbers seemed low and expectations high

\*Liked the development of PD for new and veteran employees

\*Open to Managed enrollement

\*Learner supports strong

\*IEL and civics training solid

\*MLL institute-

\*Bright Futures day

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

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**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

- \*Addressed the needs of holistic learners
- \*Recruitment addressed by CC and Maine General
- \*Pre health for MLL and Lower level ABE
- \*Alignment seems well
- \*Digital literacy resources
- \* Data seems to be in place for accuracy.
- \***Overall they outline a plan that shows a high responsiveness to local needs.**
- \*Would have been interesting to see data around the use of the referral map
- \*any translated materials?
- \*Goal of increasing workforce Credentials
- \*Well-trained staff- was the minimum bachelors degree hub wide?
- \*PD reimbursement
- \*Spoke of equitable access across modalities- where are they?
- \*Demonstrated past effectiveness- Seemed like good data
- \*Calibration with community organizations. MLL supports.
- \*Generational knowledge is a struggle/gap everywhere but they are working
- \*Great connection with workforce and community college.
- \*Targeted, contextualized English work
- \*CASAS use and other technologies and best practices evidenced
- \*Working on data collection
- \*Data from American community survey was used to implement plans and changes\*\*
- \*Standardized onboarding process
- \*Working on ESOL employability certification
- \*Working with other adult ed partners
- \*Steady increase in enrollment and close to state targets in Data Match and MSGs
- \*

- State Competitive Priority Areas (15 points)

Criteria defined below in Part V, D, 4.

Serving Multilingual learners

\*RFP showed what would give points for this area--- Regional data, one strategy connected to the data, one that includes details on recruitment and retention and addresses a current barrier (MLL)

\*Good data on their population- Increased Civics and MLL based off this data

\*Lacking data and services that may be needed most? Why addressing naturalization over others?

\*Specialized Learning plans for MLLS

\*Encouraging MLLs to enroll in MCCA

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

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**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

\*Provided data but a bit vague on strategy connected to data

\*Connected to navigator whose job that is to help with barriers

Priority area 2: Digital equity:

\*Data that 11 percent of learners don't have home internet. Offered hotspots and chromebooks.

\*aligned to Kennebec Valley Ec plan and Maine connectivity authority

\*Saw strategies to address DE

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions

\*IET- solid with Maine General. Could have been more data but general knowledge that healthcare professionals are needed

\* MLL may be a question mark on that

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** (202312252)

**RFP TITLE:** (FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231))

**BIDDER:** (Augusta School Department)

**DATE:** (3/21/24)

**EVALUATION OF SECTION IV  
Cost Proposal**

---

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>25</b>

**Evaluation Team Comments:**

- \*Budget was straight forward
- IET a little confusing: Under instruction? Why so low as a budget line.
- \*local funds at 266,000- solid.
- \*Local share seems to speak to need.
- \*Matched the RFP potential amount
- \*spoke to reducing duplication
- \*expect to see good things in corrections based off this budget
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Bangor School Department

**DATE:** 3-21-24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

---

<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>
Section III. Proposed Project	<b>55</b>	<b>53</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>11</b>
Section IV. Cost Proposal	<b>25</b>	<b>23</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>92</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Bangor School Department

**DATE:** 3-21-24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Bangor School Department

**DATE:** 3-21-24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)  
Includes all elements addressed above in Part IV, Section II.

- \*interesting intake process
- \*hybrid classes
- \*multiple locations to learn
- \*Hi-Set program going well
- \*Nicely written- Consortium
- \*Good range—
- \*How many students taking essential ed digital literacy classes
- \*Didn't list Bangor in consortium
- \*The Multiple locations to attend class along with zoom etc.
- \*Relationship with workforce board and community college is strong
- \*Well laid out
- \*Med assisting and Comptia
- \*how many enrolled in those?
- \*strong history of adult ed services?
- \*open enrollment a slight negative
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Bangor School Department

**DATE:** 3-21-24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>53</b>
Section III. State Competitive Areas	<b>15</b>	<b>11</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

\*Showing growth in enrollment

\*flat MSG

\*struggling with post test

\*Good strategies to increase these numbers and break down barriers in transportation and child care

\*advisors work as case managers

\*Career and College success coordinator was positive

\*at intake asking for several other contacts to do follow-up

\*Concentrations of services focusing on upskilling unemployed and underemployed

\*targeting areas local board has presented

\*increasing MLL supports

\*Subgrantee for Maine Refugee center

\*Focusing on accommodations with ADA, 16-20 years olds and engaging with drop outs

\*ELA and Civics- 27 languages

\*ILP done with advisor

\*engaged with jobcore

\*working on contextualizing instruction

\*Most MLLs in Bangor

\*working close with workforce board to develop programs

\*Today's Teller and WorkReady

\*Survey to determining digital literacy

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Bangor School Department

**DATE:** 3-21-24

- \*In person instruction was preferred, instructors certified in best practices
- \*pd is provided for staff
- \*Options for live, distance and asynchronous learning
- \*One person at each location responsible for data accuracy and sharing
- \*the landscape is largely different from traditional adult learner to MLLs with degrees and credentials. They seem to be working hard to support this change.
- \*Improving on their growth and match rates
- \*Many members of staff have a special ed background
- \*41 programs, 1 IET in nursing, 11 instructors
- \*Doing a lot, with a little.
- \*Focus on digital literacy skills was noted
- \*Special ed services expanding to 22 they say 20
- \*Opportunity ready could be expanded
- \*some data on completions of IC3s and OR would have been nice
- \*enjoyed seeing formative as well as summative assessments
- \*Keeping policy makers in mind with their data
- \*graduation pinning ceremonies are nice
- \*Community connections- contextualized curriculum- priority of helping new mainers
- \*enjoyed the flexibility of their programming
- \*special intake for MLLs
- \*Occupational/contextualized English classes
- \*data sharing between programs

- State Competitive Priority Areas (15 points)  
Criteria defined below in Part V, D, 4.

- \*MLL SUPPORT SEEMED SOLID
- \*IET NOT SO SURE- ARE THEY BRAIDING FUNDING?
- \*DIGITAL LITERACY- NO DATA, NO STRATEGY
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Bangor School Department

**DATE:** 3-21-24

**EVALUATION OF SECTION IV  
Cost Proposal**

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	<u>Points Availabl e</u>	<u>Points Awarde d</u>
Cost Proposal	<b>25</b>	<b>23</b>

**Evaluation Team Comments:**

- \*asked for exact amount estimated in RFP
- \*question around their IET, same as IELCE grant?
- \*Nate Burgher in as AEFLA expense, also a teacher under SMW is this braided funding?
- \*Should amount in intake advising be less than technology?
- \*The match was a little low, tying back into
- \*Math teacher no local match

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>
Section III. Proposed Project	<b>55</b>	<b>42</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>9</b>
Section IV. Cost Proposal	<b>25</b>	<b>21</b>
<u>Total Points</u>	<u>100</u>	<u>75</u>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)

Includes all elements addressed above in Part IV, Section II.

\*Examples but they served small numbers of participants for ELA abe collaboration.

\*No data given for merrymeeting MLL project.

So although examples, not clear.

\*good general overview

\*diverse and large/complex hub with strong partnerships, expanding digital literacy

\*Brunswick area and MLL learners increasing

\*MaineHealth developing on-ramp to employment

\*Digital literacy expansion/coordinator- but how is it impacting students.

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>42</b>
Section III. State Competitive Areas	<b>15</b>	<b>9</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

- \*their metrics and strategies for improvement using caspas
- \*require all instructional staff to attend caspas training
- \*post test at regular intervals
- \*creating a new hub data improvement group
- \*increased enrollments of MLL students with no SSN
- explain to students the names not attached to student numbers
- \*individuals needing ABE and MLLs with targeted materials/outreach
- \*using a hybrid management with Open enrollment and learning labs in areas close to learners
- \*Using technology easily available on cell phones
- \*handouts in multiple languages
- \*hub7 PLC
- \*Contextualized curriculum
- \*career navigator successful
- \*\*ice block
- \*working with HS counselors Spec Ed folks and using referrals to get students advanced support
- \*largest MLL population at Merrymeeting
- \*multiple sessions of in person and remote lessons for MLL, based off of student feedback
- \*translation services, field trips, credential evals, shared resources
- \*civics ed integrated into all levels of ELA

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

- \*hands on prep class for learners to participate in cultural awareness classes
- \*CDL course for bus drivers
- \*Math instruction integrated
- \*aligned with Workforce board through monthly meetings
- \*close working relationships with career centers and workforce
- \*creating career plans, resumes etc
- \*instructors complete CCRS training, with progress monitoring, pre and post tests
- \*targeted recruitment strategies
- \*Schoology groups, pay for PD expenses
- \*many platforms of applications, tailoring to MLL
- \*want to use multi modal content delivery
- \*MaineStars data management
- \*monitor data
- \*questions on demonstrated past effectiveness
- \*hub data improvement group
- \*incarcerated individuals- why issues around ppi
- \*focus on improving targets
- \*strategies for MLL outreach positive
- \*comprehensive
- \*flexible services
- \*The PLCs seemed positive
- \*working with Coastal Maine Regional Broadband (digital equity)
- \*good co-enrollment across the hub
- \*Credential evaluation with positive results/stories
- \*IET design and implementation, partnering with school districts etc
- \*comprehensive alignment with workforce
- \*not sure about targeted recruitment strategies?
- \*tech integration seemed comprehensive and positive
- \*website using multi language options
- \*assessment at intake for DL
- \*data improvement committee- but who are doing the data entry pieces?
- \*enjoyed the standardization
- \*spoke about challenges a nbit more than future focus
- \*CDL iet was positive
- \*MLL populations with different instruction options
- \*staff working closely with k-12 with continuity plans and staff with spec ed background
- \*seemed like no real strategy with SSN collection struggles
- \*lot of positives, but questions remain about data and their future focus
- \*questions about past effectiveness and strategies. Some not seeming aligned with correcting struggles

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

- \*a lot of the whys for not meeting their performance goals are not true (casas is aligned with CCRS)
- \*some things should be being done already
- \*not a lot info on research based practices and how they target teachers for data
- \*Seem to be meeting one stop op responsibilities
- \*experienced staff
- \*good collaboration with schools etc.

- State Competitive Priority Areas (15 points)  
Criteria defined below in Part V, D, 4.

- \*big questions around MLL- Knox and waldo have larger increases in MLL but nothing around programming in those areas
- \*provided regional data with one strategy in those areas
- \*teaching and intake where the learners live is great
- \*managed enrollment is good
- \*how are they handling wait list?
- \*Felt more about what IS happening and not what will be happening
- \*they speak about remote opportunities but no real language around the data specifically around
- \*no real data around connectivity around hub
- \*no strategy around that lack
- \*no partnerships visible around access
- \*Distance learning coordinator added to staff
- \*IET- not clear how it was offering concurrent and contextualized education
- \*wondered around the knox data-
- \*did not see digital equity data
- \*SSLO- finding difficult to pull out
- \*MLL was strongest
- \*lacking data for some of the DE and associated strategy
- \*not sure IET is totally aligned

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Great Salt Bay GSD – fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 4/2/24

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>21</b>

**Evaluation Team Comments:**

- \*asking for 197, strong matching of 404 thousand in local funds
- \*challenge of wide rural coverage
- \*52 staff with large range of part timers
- \*most going to instruction
- \*IET paid separately
- \*questions around some of their payments on the budget forms, some instructors paid 20, others 35, what is the justification?
- \*questions around grant management (7,500) 70 hours of time, so 107 dollars an hour?
- \*decent percentages for instruction, admin was under 5%
- \*sharing some advisors through the hub
- \*matching strong
- \*difference between 25 and 26- the admin percentage
- \*the IET funded by great local support
- \*could they have more shared instructors across the hub?
- \*sharing a learning management system

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

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<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>
Section III. Proposed Project	<b>55</b>	<b>41</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>8</b>
Section IV. Cost Proposal	<b>25</b>	<b>22</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>74</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>

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**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)

Includes all elements addressed above in Part IV, Section II.

\*good overview, 9 programs

\*said they serve 91% of geographic area? What about the other 9?

\*history of success, iet delivery model, flexible material

\*wide diversity within region

\*High school completion seems to be aligned

\*list a lot of workforce training programs--- what are the numbers?

\*area growing in MLLs, immigrants, asylum seekers

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>41</b>
Section III. State Competitive Areas	<b>15</b>	<b>8</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

- \*demonstrated past effectiveness, within a few points of meeting targets
- struggle with intake and no ssn
- \*workforce credentials were positive, healthcare and transportation services targeted
- \*job fairs, foodbanks
- \*transportation barriers- attempting partnerships
- trainig to identify trauma with students
- \*involve voc rehab etc when necessary
- \*El acquisition with civics
- \*data indicated increase in maine but nor specific to York
- \*IET design and delivery with CCWI
- \*question around SMW supporting AEFLA programming?
- \*one stop compliance in place, goodwill partnership, joblink,
- \*workforce board attendance
- \*staff diversity
- \*emerging learning strategies
- \*counseling service
- \*competitive compensation and autonomy
- \*Part time flexibility positions
- \*pd available by program
- \*all programs accelerated by Covid-
- \*creative tools engaging MLLs with mobile devices
- \*northstar

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

- \*increasing their reach using technology
- \*using qualitative and quantitative data
- \*job fairs, referrals,
- \*trying to address transportation
- \*York to be more affected by MLL resettlement
- \*CCWI, good connection
- \*hybrid programs
- \*lovely language---- but not a lot of data/info behind the language
- \*no strategies around meeting unmet performance measures
- \*strong in concentrated services
- \*no real mention of CCRS or ensuring Intensity of instruction (no details given)
- \*is data hub wide? Practices used hub wide?
- \*using broader data that was not regional
- \*who is maintaining the data?
- \*spoke of staff recruitment issues
- \*good partnerships
- \*not an entirely clear picture of this hub
- \*when speaking of transportation (free bus passes) why did they stop? Can it continue?
- \*speaking of teachers working at the spaces the learners were in, but more info would be nice
- \*Sanford with childcare
- \*professional development-

- State Competitive Priority Areas (15 points)

Criteria defined below in Part V, D, 4.

- \*MLL with large increase- data piece seemed lacking for regional data
- retention seemed 'weak' on data, didn't show regional data
- \*Digital equity- data was weak, therefore strategy seemed weak.
- \*partnerships seemed there, but mixed
- \*IET- more strength here in offerings (3-4)- occupational exams, partnerships. Northstar and Riseup.
- \*questions on transferability? Career pathways for programs? (IET) any special consideration for those participating by employers?
- \*wide range of programming for ABE and MLL.
- \*potentially dropped the ball on MLL section. Would have been easy to find more information perhaps.
- \*Effort overall was perhaps lacking

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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\*IET information lacking and no specific info on the partnerships etc.

\*opportunity for details, but lacking

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent

**DATE:** 4/2/24

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>22</b>

**Evaluation Team Comments:**

- \*asked for a bit more than estimated
- \*FY 26 higher due to increase in salary
- \*enjoyed the info in narrative around MLL and ABE
- \*good amount dedicated to MLL and citizenship (56%)
- \*program management maybe high?
- \*a lot of Money with little info around IET
- \*New mainer supports
- \*when adding up the two years the math seems off from what is stated
- \*the 4% increase but the requested increase around salary or overall? Believed to be salary
- \*Massabesic seems to fund MLL
- \*good overall match
- \*admin costs? Whats needed
- \*MLL instructors getting much less than grant managers
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>
Section III. Proposed Project	<b>55</b>	<b>54</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>14</b>
Section IV. Cost Proposal	<b>25</b>	<b>24</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>97</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)  
Includes all elements addressed above in Part IV, Section II.

- \*Good overview
- \*focus on digital literacy
- \*good regional data
- \*professional development good
- \*partnerships
- \*expanding MLL programs
- \*IET examples
- \*good overview
- \*easy to follow
- \*specific, answering questions with data and examples
- \*WIOA and 13 considerations identified in overview
- \*showing success with data
- \*MOU for hub showing how they work together
- \*requirement of staff to participate in 12 hours of PD a year
- \*diversity in their schools- 31 different languages etc
- \*connected with Business and resettlement agencies etc
- \*measurable skills are shown
- \*clearly laid out

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>54</b>
Section III. State Competitive Areas	<b>15</b>	<b>14</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

\*past effectiveness was addressed- enrollment up, MLL large increase and rural learners

\*gains on post test

\*increase in 16-22 population

\*formal pre and post test strategies

\*MSGs have gone up

\*lower EFL msgs are higher, intensity is longer

\*fiscal year strategies are in place

\*90% of eligible learners

\*highschool completion trends

\*funding to support students

ACS data significant

\*comprehensive intakes

\*corrections in target area

\*MCCAs included in their plan

\*AEFLA where it's 'needed' rather than anticipated

\*intake and IEP

\*outlined barriers and methods to address

\*district support around IEP and K-12 support

\*listed accommodations and collaborations

\*PD focused on students with disabilities

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

- \*addressing start stop attendance gaps
- \*MLL data outline specifically- delivery and civics and ELL instruction in small groups
- \*acceptive language
- \*focus on culture of work
- \*encouraging MLLs to participate in workforce training
- \*IET- Applied tech successful
- \*expand to lodging and hospitality etc.
- \*meeting workforce board plans
- \*EMDC is supporting them
- \*utilizing state tools for IET planning etc
- \*tapping into MLL experience from home countries
- \*new IET to collaborate with one stop
- \*outlining skills for workplace
- \*focusing on many demographics supports
- \*moving towards proficiency based instruction
- \*aligned with Maine Learning Results
- \*staff trained
- \*authentic materials for instruction
- \*staff retention tied to compensation
- \*continuing with hybrid and differing instruction modalities
- \*IET a great example of blended learning
- \*broadband an issue, but supporting with devices etc.
- \*emphasizing DL and cyber security
- \*each program has bi-weekly data entry
- \*wanting to improve data
- \*overall a great use of data and evidence
- \*instructors seemed to be the centered
- \*strong training and oversight
- \*data supporting project throughout
- \*close to meeting targets, getting closer each year
- \*easy to read, supported by regional data
- \*data on MLL – workshops, civics and pathways
- \*connecting with workforce board and other programs
- \*lots of collaborations
- \*strong strategies to address areas needing improvement
- \*enjoy pd on data
- \*one question around ‘fully transitioned to new test by 25 they say... but state says 24?
- \*data driven and fulfilling their wioa requirements
- \*addressing different strategies at different levels

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

\*calling out future access to new mainer resource center

\*enjoying seeing other program areas speaking through the project app

- State Competitive Priority Areas (15 points)

Criteria defined below in Part V, D, 4.

\*Data, one strategy identified around MLL and IELCE and SSLO- maximizing intensity of instruction- to help learners get info needed by work authorized

\*increased access by addressing barriers for MLLs

\*maybe more information on recruitment... but maybe it's not a struggle

\*Digital equity information was a little lacking

\*partnerships that support expanded access

\*decided not to do more than 50 percent asynchronous learning

\*IET was addressed and identified- SSLOs, contextualized etc easily seen

\*comprehensive

\*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** Lewiston Public Schools – Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 4/2/24

**EVALUATION OF SECTION IV  
Cost Proposal**

---

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>24</b>

**Evaluation Team Comments:**

- \*are there admin costs?
- \*otherwise looks on point.
- \*asking for a lot but with sizable local share
- \*more than 100 thousand over estimate
- \*majority of admin costs to professional development
- \*IET is the same as another application, is the cost braided?
- \*narrative spoke to the hub meeting to discuss
- \*solid program, lions share from local support
- \*focused on instruction and support for that
- \*get the sense of wise fiscal management
- \*feels like more going on than just within the well written and effective program

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** MSAD 54

**DATE:** 4/3/24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

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<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>
Section III. Proposed Project	<b>55</b>	<b>54</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>15</b>
Section IV. Cost Proposal	<b>25</b>	<b>25</b>
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>99</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** MSAD 54

**DATE:** 4/3/24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

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**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** MSAD 54

**DATE:** 4/3/24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>5</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)

Includes all elements addressed above in Part IV, Section II.

- \*Rural, Somerset not served by others
- \*Instructors certified
- \*benefits from aepla are important
- \*local support of about 3 to 1
- \*strategic plan with consultant
- \* onlin hi-set implementation
- 7 sessions planned, all steps
- \*many modes of teaching
- \*strong overview of the 6 communities they are serving
- \*reaching out to central and northern somerset
- \*Blending digital tools strategically to help reach individuals
- \*well laid out
- \*strategic planning- showing their ability to provide services
- \*a lot about collaboration
- \*listing consortium members and how they collaborate
- \*hi-set example- liked how they showed the outcomes helped staff and instructors
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** MSAD 54

**DATE:** 4/3/24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>54</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>15</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

\*easy to read

\*great example of utilizing the data in a strategic way

-helping them reach the targets

\*post-test rate is solid, 2<sup>nd</sup> in state for hiset

\*enjoyed their focus groups engaging learners and retention

\*using good regional data to address all of their points

\*strong partnerships

\*highly qualified instructors accommodating learning styles

\*working with high schools to help assist with IEPs

\*literacy volunteers

\*addressing priorities

\*strong culture

\*professional development, digital literacy

\*challenges with connectivity in rural areas

\*good branding around the hub to raise awareness

\*data training and processes seemed clear and used to implement growth

\*not just throwing things out, they tie the application together with the data

\*using data to determine how much instruction time they may need for different classes/learners

\*uniquely spoke about going to COABE and that their team members will share the learning to others in the hub

\*spoke to high reate of unemployment and poverty in the region

\*Workforce connections are strong

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** MSAD 54

**DATE:** 4/3/24

- \*planning to increase capacity of growth with interpreters etc for MLLs
- \*aligning their plan with Central Maine workforce board
- \*Pointed readers to other areas of the grant for further information
- \*information for math was interesting, but how do they retain students?
- \*instruction was clear and strong, would have been nice to see information around the ELL standards?
- \*How do they decide who goes to COABE and how is it related to the goals of the program?
- \*mentioned fidium and others growing broadband
- \*real time monitoring of students
- \*

- State Competitive Priority Areas (15 points)

Criteria defined below in Part V, D, 4.

- \*A VERY GOOD JOB IN THESE THREE.
- \*DATE ABOUT MLLS, DIGITAL EQUITY NEEDS AND IET
- \*WOULD HAVE BEEN NICE TO HEAR MORE ABOUT HOW MANY SPANISH SPEAKERS BEING

SERVED

- \*CURRICULUM USEFUL FOR EVERYDAY LIFE
- \*ONLINE CLASSES TO ADDRESS SOME MLL
- \*DIGITAL EQUITY STRATEGIES INVOLVING PARTNERSHIPS AND DIGITAL LITERACY
- \*IET DATA WITH SSLO AND OCCUPATIONAL EXAM
- \*INTERESTING THAT EARNING THE CREDENTIAL WAS NOT SPOKEN OF IN THE OUTCOMES
- \*PARTNERSHIPS AND PATHWAYS
- \*DATA AND STRATEGIES ALIGNED
- \*EASY TO SEE THESE BEING ADDRESSED
- \*EXCEL SHEET SHOWING IET OUTCOMES, OBJECTIVES ETC
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

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**BIDDER:** MSAD 54

**DATE:** 4/3/24

**EVALUATION OF SECTION IV  
Cost Proposal**

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	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>25</b>

**Evaluation Team Comments:**

- \*everything backed up in their plan
- \*matching funds looked solid
- \*adding more funding to support the strategic plan
- \*straightforward
- \*primarily instruction
- \*seems to be going where it is needed
- \*MSG and data match
- \*interesting that they spoke to k-12 enrollments
- \*asking for more than the estimated amount from the state
- \*pg.12 msad expansion of services, where in the budget match? Waiting on data?

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

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<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>
Section III. Proposed Project	<b>55</b>	<b>47</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>
Section IV. Cost Proposal	<b>25</b>	<b>24</b>
<u>Total Points</u>	<u>100</u>	<u>86</u>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)  
Includes all elements addressed above in Part IV, Section II.

- \*Wish that we had more specific overview
- \*spoke well to who they are, serve and their challenges
- \*three examples shown
- \*one example serving in-school use??
- \*solid examples for the other two
- \*showing collaboration
- \*freeport and south Portland have challenges with increases in MLL and collaborations are still working hard
- \*enjoyed pre apprenticeship and mainstream of MA students
- \*strong
- \*a lot of programs, workforce connections, MDOL funding for apprenticeship,
- \*new mainer resource center
- \*good overview
- \*complex hub
- \*10 adult ed programs, 26 cities
- \*enjoyed some of the explanations
- \*priority areas
- \*would have been nice to see how many learners were served in a few
- \*program descriptions, numbers etc were nice to see
- \*so much information, hard to see where they were speaking to specific questions

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>47</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

- \*so much information making it hard to see specific points
- \*difficult to read
- \*a lot of questions
- \*a marked increase in MLL
- \*classes at community satellite locations
- \*increases due to increased data collection
- \*success through Hi school equivalency but no info on how?
- \*better post testing help meeting targets in four areas?
- \*hub data is a focus, with collaborations with SMCC for MLLs proceeding on to post secondary
- \*concentration to those with high need
- \*5 of 6 programs meeting needs of ESL designees
- \*distance learning identified as an area of need
- \*using Northstar for digital literacy
- \*IET-ccwi alignment?
- \*flexibility and accessibility are core values
- \*3 programs employ staff trained in social work
- \*barrier of transportation
- \*goodwill providing devices and hotspots
- \*make clear to learners working on diploma their options
- \*implementing proficiency based model

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

- \*almost 88 percent of learners were MLLs
- \*center for applied linguistics is a partner
- \*aligned with CCRS
- \*civics instruction related to responsibility and rights as workers
- \*IETs are available in other programs- can be taken in different places
- \*appears as though the IET is aligned
- \*cross program enrollment
- \*partners with goodwill, ccwi
- \*foundational skills and contextualized learning included in IETs
- \*IETs only in 3 programs?
- \*learning barriers identified at intake
- \*students can take multiple classes at a time
- \*interpretation and language support for MLL
- \*instructors shared across programs
- \*curriculum focused on helping students
- \*TSTM training throughout the PLC
- \*summative testing,
- \*37 full and part time employees
- \*technology and tools being used and used well
- \*learning upgrade\*- designed to aid MLL
- \*embedded digital skill building
- \*measurable outcomes- a piece they are working on to make sure data gets entered in a timely manner
- \*examples of year end reports identifying trends
- \*deliberately using sharing of data regarding waitlists
- \*long, not easy to read, slightly difficult to read
- \*good strategies listed to address any shortcomings in state performance targets
- \*interesting to see their internal survey showing 8 of ten programs had met capacity
- \*good collaboration across the hub
- \*could have been more information on how they are meeting one stop service responsibilities
- \*addressing lack of jobs for full time jobs for instructors
- \*PLCs were solid and data entry one stood out
- \*improving IETs to address MSGs
- \*spoke of how data is different from hub to hub
- \*they do a lot and make a large impact
- \*programs are aligned to workforce needs
- \*when a need is identified- they speak to who is going to do the work
- \*same thing with proficiency based work and how they'd hire a person to assist.
- \*teacher recruitment and retention- creative use of available work

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

- \*civics lessons, mock election, league of womens voters and one on one tutoring was strong
- \*recognition that they are at capacity, partnerships with employers,
- \*a lot there, had to seek to find some info
- \*digital literacy focus, flexible services, classes in shelters, hotels, where the learners are
- \*good use of regional data and lay out of IETs
- \*recognized when goals were not being met and how they were working to address them
- \*

- State Competitive Priority Areas (15 points)  
Criteria defined below in Part V, D, 4.

- MLL DATA WAS THERE. STRATEGY WAS THERE
- SPOKE TO BARRIERS FOR MLLS
- DIGITAL EQUITY MAYBE NOT AS CLEARLY SPOKEN TO
- SOME PARTNERSHIPS, STRATEGIES FOR DE
- IETs A LITTLE STRONGER WITH 13, DIFFERING OCCUPATIONAL EXAMS, PARTNERSHIPS, CONTEXTUAL AND CONCURRENT INSTRUCTION
- A PROBLEM WITH THIS PROPOSAL- THE INFORMATION WAS IN THE OVERALL PROPOSAL, BUT NOT EASILY ADDRESSED IN THIS SECTION
- HAD TO DIG THROUGH TO IDENTIFY THE STRATEGY
- SPOKE ABOUT HISET AND POST SECONDARY- WHY? WHAT DATA ABOUT MLL EDUCATIONAL LEVELS TO SUPPORT?
- NOT A LOT SPOKEN TO DIGITAL EQUITY
- ADDRESSED DIGITAL LITERACY AND PARTNERSHIPS
- ENJOYED THE EASY TO FOLLOW IET CHART
- HARD TO READ SOME PIECES
-

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Portland Public Schools- Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/3/24

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>24</b>

**Evaluation Team Comments:**

- \*budget narrative- used similar formula to the RFP for allocations across their hub
- \*did some work to decide on how to fund different programs across the hub
- \*asking more than the 5% for admin costs- is this allowed?
- \*most funding for instruction
- \*did not ask for more than their estimate from state
- \*it is possible to negotiate the 5%- comes out at 6.3% for their request
- \*enjoyed the equity focus, chipping in over a million dollars in match
- \*large employer support and local share
- \*admin costs may be a need to negotiate at contract time
- \*Equity focus\*
- \*agreed that communication across hub is huge
- \*non federal funds aren't specifically designated to some projects
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>
Section III. Proposed Project	<b>55</b>	<b>44</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>10</b>
Section IV. Cost Proposal	<b>25</b>	<b>23</b>
<u>Total Points</u>	<u><b>100</b></u>	<u><b>80</b></u>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>3</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)  
Includes all elements addressed above in Part IV, Section II.

- \*focus on RSU 25 at first... then it overviewed the other programs
- \*interesting that one example past experience with aepla, and mjrp smw grant
- \*7 adult ed programs, only 5 applying but serving the whole area
- \*overall a good story hub
- \*?first example was about expertise of the fiscal agent
- \*focused on literacy and numeracy and workforce needs in both counties
- \*detail of the sub contractors was broad...
- \*data on the success of the health care example would be nice.

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>44</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>10</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

\*30 percent growth rate in fy 23, msg 50 in 22 and 60 percent in 23

\*post test rate is improving

\*appreciative advising model

\*college and career success coordinator

\*fy25 hub will

\*lack funding for intensity of instruction, large geographic area contributes to challenges

\*hub members serve on site taskforces to address housing and childcare, broadband struggles

\*working to loan devices and offer remote instruction

\*EFL 1-4 funded with aepla funding and additional funding

\*recruitment is word of mouth, relational, community engagement, affordable housing locations

\*comprehensive

\*MLL lacking credentials and sufficient English levels

\*weekly conferences using the collaborative

\*2 corrections facilities they partner with and assist in high school completion

\*variety of different classes to meet learners needs, open enrollment, managed enrollment, student success managers

\*transportation partnerships

\*accommodations are abundant

\*lgbtq+ supports and training

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

- \*regular attendance of workforce board meetings
- \*ELA and civics programs using data to show increase of MLL
- \*diverse MLL are already skilled and others need more literacy training than others
- \*partner with Jackson labs, etc
- \*Workready
- \*strong civics and citizenship assistance
- \*IET programming- CCMA and CNA+
- \*aligned to workforce board- priority industries and training
- \*CCRS and ELA proficiency standards etc are used
- \*using authentic materials and real world examples
- \*well qualified staff
- \*each consortium has a certified instructor for technology, hub shares resources
- \*several strategies for increasing digital equity
- \*representation on waldo countys digital equity workgroups
- \*data used to inform programming
- \*mainstars data is more accurate when fewer folks are in the system
- \*pretty okay with past effectiveness but no strategy listed to help post test rate
- \*did not speak about new MSGs----
- \*did weekly data reviews
- \*aefta funds used to support those with most barriers
- \*appreciative advising model
- \*focus on corrections was clear
- \*WIOA connection is shown
- \*overview focused on inability to provide intensity of instruction
- \*good job with WIOA one stop op responsibilities
- \*career infused courses were interesting
- \*data on referrals to EMDC, no mention on infrastructure cost sharing agreement
- \*dense, little difficult to follow
- \*would say they didn't have data... and then show some later
- \*a lot of good things happening, but could have made easier to follow
- \*reference ideal
- \*interesting to understand they are working career centers, workforce boards etc
- \*many MLL parents with young children- family literacy events to build community
- \*

- State Competitive Priority Areas (15 points)  
Criteria defined below in Part V, D, 4.

\*DATA FOR THIS AREA- CLASSES ON SITE WITH MANO Y MANO

\*SOME STRATEGY FOR RECRUITMENT

\*OCCUPATIONAL EXAMS, PARTNERSHIPS WITH EMPLOYMENT TRAININGS

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

\*SPECIFIC INFO ON DIGITAL EQUITY- NOT ENOUGH REGIONAL DATA SPEAKING TO EDUCATIONAL NEEDS

\*SOME STRATEGIES FOR DIGITAL EQUITY AND SUCCESS

\*CAREER INFUSED COURSES

\*DATA ON REFERRALS TO EMDC

\*DATA ON MLL WHEN YOU DUG INTO IT, BUT ALL THREE QUESTIONS HAD ELEMENTS BUT NOT STRONG AROUND DATA PIECE ON ALL

\*EACH QUESTION WEIGHTED WEAKER DUE TO THIS

\*#2- HOW TO BE EQUITABLE WHEN ONLY 5 OF THE 7 ARE IIN THE GRANT APP

\*IET- MSG FIVE-

\*MLL INFO NOT CLEAR ON WHERE THEY ARE GOING

\*THOUGHT THEY HAD A SURFACE LOOK AT IET AND MLL BUT STRATEGIES WERENT COMPREHENSIVE ACROSS THE HUB

\*REGIONAL DATA- STRATEGY FOR HIGHLY EDUCATED AND LESS SO MLLS

\*STRATEGIES TO ADDRESS

\*IET- PREACHING TO CHOIR WITH THE IBEST MODEL, ALIGNED TO WORKFORCE NEEDS, OCC EXAM- DATA ON COMPLETERS ETC WOULD HAVE HELPED

\*WEAKEST AREA WAS DIGITAL EQUITY

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** Regional School Unit 25

**DATE:** 4/11/2024

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>23</b>

**Evaluation Team Comments:**

- \*pretty straightforward, 88 percent for instruction and advising
- \*share of 47K, barebones for admin costs
- \*Goodwill etc taking that admin on?
- \*budget works well with aepla alignments
- \*IET paid from non aepla funding
- \*braided funding
- \*local share was small
- \*asked for the states estimated amount
- \*admin costs not based on per hour rate
- \*infrastructure as one stop responsibilities?
- \*wash county adult ed advising line at less than one hour a week? Other funding?
- \*speak to pooling resources giving examples as software etc
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

**SUMMARY PAGE**

**Department Name:** Education

**Name of RFP Coordinator:** Steven Airoidi

**Names of Evaluators:** Megan Dichter, Tamara Ranger, David McDonough, Madelyn Litz, Tarlan Ahmadov

<u>Pass/Fail Criteria</u>	<u>Pass</u>	<u>Fail</u>
Section I. Preliminary Information (Eligibility)	<b>P</b>	
<u>Scoring Sections</u>	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>4</b>
Section III. Proposed Project	<b>55</b>	<b>41</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>
Section IV. Cost Proposal	<b>25</b>	<b>22</b>
<u>Total Points</u>	<b><u>100</u></b>	<b><u>79</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

**EVALUATION OF SECTION II  
Organization Qualifications and Experience**

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Organization Qualifications and Experience	<b>5</b>	<b>4</b>

**Evaluation Team Comments:**

Section II. Organization Qualifications and Experience (5 points)  
Includes all elements addressed above in Part IV, Section II.

- \*5 programs in a vast geographic area and all 5 promoting all 5 areas of adult ed
- \*collaborate and share resources (instructors, tech, etc)
- \*clear picture of the hub
- \*staff changes that are being worked through and recruited for
- \*first example- positive- using examples of students to show student achievement
- \*personal services of Aroostook
- \*assistance for learners with certified staff
- \*strong overview
- \*unified proposal
- \*career focuses project and personal services of Aroostook
- \*sense that the large area is being served collaboratively
- \*noted that one program is in between leadership
- \*innovative examples but with little data showing excellence
- \*appreciated speaking of data within the levels that they serve
- \*liked the projects
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Proposed Services	<b>55</b>	<b>41</b>
Section III. State Competitive Priority Areas	<b>15</b>	<b>12</b>

**Evaluation Team Comments:**

Section III. Proposed Project (70 total points)

Includes all elements addressed above in Part IV, Section III.

- Proposed Project (55 points)

Criteria defined below in Part V, D, 3.

- \*grant overall easy to read, dense and sometimes the data was hard to find, even though it was there
- \*doing well on performance metrics and plans to improve
- \*spoke to intensity of service
- \*comprehensive intake and goal setting process for ILPs
- \*spoke well to supporting those with barriers, ie those in corrections
- \*appreciated that they showed where they were addressing which areas
- \*good job and active in local work force board and one stop op
- \*alignment with workforce board
- \*specifics about wioa title one counselors
- \*well educated staff
- \*use a lot of on line tools- maybe liked to have seen more about how they ensure intensity of service here
- \*alignment shown to CCRS
- \*share resources across the hub
- \*nice job speaking of how they review data and strategies on how to address
- \*overall a good job in these categories
- \*over 14% are speaking languages other than English
- \*healthcare and social assistance is important
- \*put a lot of emphasis on rubrics for self assessments
- \*a little taken aback when looking at IETs, appendices not attached so a little difficult to look at the whole program

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

- \*questions resulted
- \*enjoyed insertion of wioa info within, but hard to see everything from programming.
- \*spoke specifically about support for new directors
- \*identify common procedures throughout the hub
- \*data match was simple? Speaking to regional differences
- \*data reports show attendance of learners of class tied to success
- \*did an effective job speaking to data
- \*enjoyed phrasing around referring to agencies and providing consistency
- \*a lot of strong elements-
- \*easy to follow
- \*spelled out some pieces nicely
- \*missing pieces around IET and Instructional staff

- State Competitive Priority Areas (15 points)  
Criteria defined below in Part V, D, 4.

- \*speak to all of them
- \*all elements across the three areas, spelled out piece by piece and how they'll address them
- \*found IET difficult to look at objectives and alignment without the associated form
- \*first 2 well defined
- \*seeing the picture with alignment was hard for some
- \*

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) WIOA, sec 231

**BIDDER:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4-11-24

**EVALUATION OF SECTION IV  
Cost Proposal**

---

	<u>Points Available</u>	<u>Points Awarded</u>
Cost Proposal	<b>25</b>	<b>22</b>

**Evaluation Team Comments:**

- \*narrative stressed comprehensive programming tied to qualified instructors--- need more money to hire qualified instructors
- \*local programs seeking other funding to support initiatives
- \*a little confusing, the numbers
- \*local share was large, asking for more than the estimate
- \*people popping up in different places?
- \*braiding funding
- \*surprised to see MAEA membership paid out of aepla funds?
- \*advertising for PD but no hours
- \*cost sharing for northeastern development board seemed low?
- \*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1 Overview:

a.

- 5 program application – 1 new collaborating program expanding services (KN)
- MJRP Navigator support
- Equitable distribution of services across rural areas
- Community integration through multiple partnerships
- HSC/HSE, Literacy, ESL, Workforce training/re-training
- Workforce focused on high/in demand occupations
- Includes digital literacy
- Ex. 1: CAN/Career Aspirations Network
- PLC and PD for staff
- I: Ex. 2: Intentional relationships clearly outlined with WIOA partners to link learners and their communities – good model b.
- 5 consortiums outline w/description of services

**SECTION II: Proposed Project:**

1.) past effectiveness

- Past Effectiveness: Q: Numbers seem low – projections high.
- Q: I don't see where their hub indicated all indicators/% clearly
- I: Strategies to increase ssn/ferpa implemented w/note to workforce programs
- Strategies to increase post-test rate: exit interview

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- I: Enrollment decreased due to move/personnel - strategies to address taken
- PD for new/veteran staff
- Issues w/intake process addressed
- HSC program issues - variety of issues creating this – causes?
- Open to managed enrollment –

2.) Ind most in need of AE and literacy

- Wide variety of services
- I: ALICE to identify
- NRS data: Employed/unemployed aprox equal
- P: Resource map
- P/I: Bridge to Self-Sufficiency to deepen partnerships w other agencies
- Many local partners to inform programming
- Partnerships reach rural areas
- CWMWDB collaboration
- Demographics validated
- Targeted and strategic approach outlined well

3.) Learner supports

- Comprehensive intake, assessment, advising,
- ILP process includes supports for students with disabilities and pd for staff. Flexible accommodations
- TSTM utilized to increase comprehensive support for learners.
- Actively seek student feedback
- Physical student learning locations/centers in rural area complement larger locations

4.) ELL /Civics programming

- Top 11 in state and included data geography stats
- MLL institute participation
- Share best practices
- Burlington English, EnGen
- Staff expertise w/naturalization and immigration services
- ILAP model for all MLL learners – includes post secondary goal setting

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Led to KVCC Brighter Futures Day for non traditional learners
- Uptick in enrollment
- Workforce training targets entry level where English skills can be limited while gaining English skills
- Collaboration with local employers
- Addresses holistic needs of ML learners
- Standardized onboarding process

5.) IET programming

- Top 5 w/WDB identified
- Existing IET CCMA elevated curriculum to IET standards
- Recruitment through CC and MaineGeneral
- Three CCMA programs planned for FY25 and 26
- Healthcare IETs tailored to specific needs of employers planned for MLL and low level ABE
- Pre Health class tailored to needs of MLL and low level ABE
- Reorganization of CDL-B training program w/Maranacook AE to meet IET standards

6.) Alignment w local workforce plan

- Formal and informal assessment, career readiness and post testing outlined
- ABE for literacy/numeracy at all locations
- HSE at all locations; HSD in MMRACE and AACE – Kennebec Neighbors in development
- P: Course availability at multiple locations vs. 'home'
- To achieve goals and align with MOU w/ one stop partners: coordinate services, address skills gap, support career development, engage employers, and provide access to training

7.) Intensity, learning gains and how measured, recruitment/retention

- Standards as outlined in Unified Plan, evidence based alignment with CCRS, PD to instructors to adjust difficulty level to meet variety of learners
- CASAS TOPS
- ESL and Civics aligned to ELPS program
- Formal and informal assessments as measures, CASAS, HiSET practice, quizzes/tests etc.
- Diffit/IXL to differentiate instruction
- Recruitment/retention of instructors: outreach to partners and MAEA, social media, etc.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- PD needs outlined
- COABE
- Monthly advisor meeting

8.) Technology

- Kennebec County Digital Equity Plan
- LMS, online learning, MLL support
- Digital literacy skills integrated
- Use of Northstar Digital Literacy
- Ensuring access: rental agreements, local libraries and virtual access to students.

9.) Accurate Data

- Data reviews in place for programs and hub w directors
- Consistency across programs important and strategies identified to achieve
- Data to inform instruction and programmatic changes to meet student need

Appendix H: Program Schedule and Alignment (2 tabs) -

As presented. Varied academic and two IETs planned.

Appendix I: Qualifications of Personnel –

As described.

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Q: Both forms labeled FY 25: 122,799 amounts the same. FY 26 no other funding source stated.

Budget Narrative:

- Low admin. Augusta fiscal agent?
- Bulleted points highlight stated grant objectives

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/19/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section I

A-overview

- comprehensive intake process
- CC, Lit Volunteer and Penobscot JC
- Day, evening, hybrid offered 46 weeks, open enrollment, multiple learning locations
- Basic Lit, ELA, HSC
- HiSET prep
- Digital lit
- CT math
- Workforce training/retraining
- New EL acquisition in nursing program/Engen
- CMAA cert/support of EMDC/WorkReady
- CompTIA w/concep math
- EMDC and EMCC partners

B: Consortium

- Huge geographic area – tech to connect programs, students, and instructors
- Consortium outlines other AE programs/RUSin hub. Multiple w expansive rural coverage
- Each partner described programs/tech/tools used

Section II Proposed Project

1.) Past effectiveness

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/19/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Chart clearly shows growth in enrollment, flat to MSG, post test struggling, and DM exceed
- Strategy to increase MSG by reducing barriers to attendance, more hybrid instruction, and asynchronous when appropriate.
- Staff trained in ANI, Essentials of reaching, CCRS standards alignment
- D/B learning to assist w trans/child care
- Data reviewed monthly
- P: Advisors act as case managers – building relationships
- Community connections
- Contextualized curriculum
- P: C&C success coordinator
- Hub identified both strengths and challenges and plan to eliminate barriers
- P: Add'l contacts for followup over 3 years

2 Concentration of services:

- Upskilling including unemployed and underemployed Kay Priority 2 NWDB.
- Targeted industries Manufac, healthcare, IT needs programs provided
- ILP to provide wrap-around services
- Prioritize w regions growing MLL population
- P: Coordinating services w New Mainer Resource Center and Coordinator as sub-grantee of Portland Ed.
- Locally Bangor MC Center, other providers incl cc, job corp Cath Char and EMCC
- P: New IET wil MLL at EMCC

3: Flexible services to meet gains

- Flexible programming at a variety of locations
- Online resources w supports for students
- Flexible programming at all partner sites outlined
- Reasonable accommodate w ADA and work w Voc Rehab, and 1:1 instruction to address anxiety or work conflict
- Enrolled 16-20 access to IEP to support and modify assignments
- Many staff have SPED background EFL 1 – 3 often need this extra support
- P: MLL: establishing NMR w staff dedicated to help professional licenses in U.S.
- P: Office of International Prog at UMO

4: ELL and Civics

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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**EVALUATOR DEPARTMENT:** NA

- 31 – 81 27 countries. Significant increase.
- MLL learners is assessed at intake
- ILP w/advisor
- Emphasis on learning verbal written English
- 1 ft ela, 1 pt instructor
- Job Corp helps lead to hs diploma
- Q: Most MLL already have high school credential – home country? 2 earn HiSET. 60 made EFL gain
- Civics ed both local and federal. Specific to federal and local, branches of gov, checks/balances in U.S. All related to HiSET SS section as well as citizenship
- Tailored curriculum. EdGen helpful to contextualize occupational English
- P: Most ML students enrolled in Bangor and Riverside. Zoom available in other hub areas.

### 5 IET programming

- Design and implement IET for ML students at EMCC
- Focus on language nec for clinical setting
- Establish schedule for ML for English instruction when on campus for nursing
- Assess appropriate and contextualize instruction
- Roles and locations of both instruction and instructors clearly outlined
- P: MSG for nursing course completion?

### 6: Alignment of activities to local workforce plan

- Objectives to meet CEDS of NWDB plan are clear and support plan for in-demand occupations.
- Developed or delivered multiple certification programs in addition to Today's Teller.
- CDA and CNA can are not delivered hybrid or remote
- Increase microcredential and cert programs such as WR, EdReady, stackable credential options for students
- EMCC Opportunity Ready
- IC3 available for students to prepare for certification exam
- Survey to gauge digital literacy skills: Northstar and Essential Ed
- Edmentum asynchronous courses for tech education
- P: Hub 3 training provider for Alford Center
- Regional assets promoted extensive

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INDIVIDUAL EVALUATION NOTES**

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- Strategies to fulfill responsibilities of One Stop outlined

7: intensity, olearning gains, how measured, recruitment/retention

- Learners have access including summer months
- ILP developed w student
- In-person instruction preferred
- All instructors ccrs certified and other best practices
- Technology supports
- P: Formative/summative, student explanation and summary valued.
- Post test after 70 hrs earlier if they are leaving program
- Staff recruitment local policies
- Staff retention: supportive, pd, competitive pay/ben. Onboarding process aligned w district procedures.
- Staff required to complete yearly pd and trainings
- MAEA and MLL conferences supported
- PD/Staff goals measured for success

8: Tech services

- Assessment of DL at intake
- Option for live online, DL, or Asyn instruction
- P: Options increase enrollment for students in areas where instruction is not available.

9: Accurate data maintenance

- 1 point person for data per program.
- Director of program approves
- Monthly data reports shared between programs
- Random file selection to compare paper to MS
- P: Quarterly Data reports useful catalysts
- Info shared w staff, and positive results w students who promote programming
- Pinning ceremonies
- Teachers/advisors use to plan for post test or in danger of stopping out
- As described

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**EVALUATOR DEPARTMENT:** NA

Appendix H: Program Schedule and Alignment (2 tabs) -

- P: Very clear, wide range, creates many options for students
- IET looks promising to prepare nursing students

Appendix I: Qualifications of Personnel –

Clear and as described

**Budget Proposal:**

Appendix J: Cost Proposal Form-

- Clearly outlined.
- 138,353.00 per year w almost a 50% match of non - federal

Appendix J – Budget narrative

- Funding would keep existing programs in place from last 2 years.
- P: EL Acquisition instructor will always teach ELA portion of EMCC IET planned
- Funds allocated across hub to support programming, PD.
- Match from non-local to support salary/benefits and IT
- Narrative Plan same for FY 25/26

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**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/19/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1

a. Overview

- 4 county directors meet month to review data
- Provide services to 3 correctional facilities
- Provider collaboration includes WS, Voc Rehab, CC, CTE incl SMCC, KVCC, and CMCC
- Ex. 1. Collaboration w/MCST referral process for CNA. Provide academic resources for benchmark to enter program.
- Ex. 2. Digital lit expansion, pd and building equity – DL coordinator position added
- P: Ex. 3. IET and training support for MLL-Merry meeting greatest increase-provides on site ELA services. Maine Health dev on ramps to employment

b. Consortium/Subcontractors

- Belfast ABE, ESL, HSD, HiSET, C/Cprep, Workforce, finance and computer tech, comprehensive intake access multiple option
- Boothbay: Array of services, HQ instructors w ELL, SPED, CPrep
- Five Town: All programs as above
- Merry meeting: Wide service area. Two corrections facilities, HQ staff
- Midcoast: AEHSC, CC advising, workforce and enrichment
- RSU 13: As above including corrections. HQ staff
- RSU 3: As above including dig lit HQ staff

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**EVALUATOR DEPARTMENT:** NA

Section II: Proposed Project

1.) Demonstrated Past Effectiveness

- Q: Midcoast 7 entire hub?
- HSD and PS credential 14% of students
- Q: Entire hub – all programs? Challenges meeting targets in MSG, post test, data match and enrollment growth.
- PD as strategy for staff to focus on CASAS to help w MSG rather than CCRS
- PLC developed as strategy for staff PD
- Essential Ed/Casas goals as strategies
- Q: Creation of Hub Data Improvement group?
- Q: Concern over level 6. No SS # (MS has # for this?).
- Q: Incarcerated won't?? Corrections seems to be an issue
- Focus on improving targets for 24/25 by staff training, assessment tools, outreach and recruitment

2.) Concentration of services

- Strategies include target outreach, in multiple languages
- Collaboration w community partners
- ILPs, needs assessments, and monitoring
- N: are these what all AEs do regardless?

3,) Flexible services

- Comprehensive including SPED and physical/emotional disab
- ILP updating
- Open enrollment in person and online hybrid options
- Access from smaller programs to larger using tech
- Collaboration to achieve:
- Staff training here PLCs good
- Specialized instruction strategies using community partnerships as outreach for PD
- Collaboration with state agencies
- P: Works w Coastal Maine Regional Broadband/digital equity

4.) EL acquisition for ML

- Data clear

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**EVALUATOR DEPARTMENT:** NA

- Combination of instructional methods, research based, DL, DE and community partnerships
- EL programs: Merrymeeting largest with comprehensive options/managed enrollment 6 sections of remote options
- P: Co enrollment encouraged throughout hub
- Other: Translation, Field trips, Intake emphasis, credential eval including ways to pay for cost
- P: Good example of student/Wal Mart/cred eval moved to her field of expertise
- P: Use of research based teaching resources: EnGen, Burlington, English in Action, Pathways
- P: Civics Ed: Integrated into all ELL instructions. Increase of students preparing for citizenship interviews.
- Career Navigator to meet workforce entrance needs of New Mainers
- CNA prep class w EL instruction
- Collaborative recruitment and marketing for EL/MLL learners.

5.) IET design/implementation

- Pilot ELDT data will inform IET instruction going forward
- Instruction will include math (load, etc) and student behavior, reporting, etc.
- Goal to partner with school districts to meet district need and provide employment opportunities.

6.) Alignment w local workforce plan

- Hub engaged in dev of most recent local WDP.
- Current/planned entry to welding, CNC, construction, culinary, entry healthcare cert, and cdl.
- Many local businesses to support
- Participates w one-stop.
- Outreach, monthly meetings, staff attends CCW meetings quarterly, director on board representing Maine AE
- Shared resources – ONet, Wowi, other assessment tools
- Support for remote areas outlined w/support services provider list by county
- Applicable career services to MLL. ELA/ESOL instruction/conversational practice
- Effectively align MLL instruction w goals/strategies of workforce plan

7.) Instructions leading to gain.

- Grounded in research-based practices

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**EVALUATOR DEPARTMENT:** NA

- Alignment with CCRS and ELP w PD for staff
- Measurement of instruction success: standardized, diagnostic, progress monitoring tools, and learner feedback.
- Q: Not sure what targeted recruitment strategies are
- Retention: supportive work, compensation, opps for prof growth, recognition
- Training and prof development costs supported and reimbursed

8.) Tech to deliver services

- P: Tech integration: Large list of platforms used
- Whiteboards for math
- P: Serve islands with digital documents that can be transferred back and forth
- Remote CASAS being implemented hub-wide
- Distance education w common platforms in all academic settings
- P: Proposed change to website in multiple languages for better ML navigation
- DL of student assessed at intake

9.) Accurate data maintenance

- Data Improvement Committee – reps from each prog
- Standardized protocols and procedures, train staff
- Monitor program performance, analyze data,
- Q: Who are the people doing data entry? Doesn't indicate point person from each program?

Appendix H

- Wide selection of classes – managed enrollment seems to be working for program.
- FTF, hybrid and DL available
- Proposed IET training valuable and contextualized

Appendix I Extensive – good to see strong ESOL at Merrymeeting. Wide range of experience.

Q: PLCs throughout hub?

Appendix J – Cost Proposal

Narrative:

- Infrastructure issues
- FTF instructure – many instructors – many pt time
- HSC and ESOL priority areas

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**EVALUATOR DEPARTMENT:** NA

- 3 LMS platforms: Burlington, HiSET and Goals?, and Northstar -
- P: Using one stops to market services
- P: Variety of braided funding...
- Partners to help ESOL wrap around services

Q: 125,938 state estimate vs 197,559 requested 207 following fy 26? Pg 15 estimates - high FY 25 and 26 as detailed. 3.8 admin.

IET Bus driver – great local support no AEFLA

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/29/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix G:

- Workforce in line with unified plan

Examples multiple, not two specific: CDL training, RiseUp Retail, Northstar IET, CNA – are these typical?

b.

Provided listing as requested.

Section II proposed project:

1. Past effectiveness:

- a. Interesting growth rates – not substantial outcomes/growth as hub for FY23 flat or insignificant growth

Appendix E

Section 1

1. Overview

- Overview complete.
- Flexible options to reach learners
- HSC and HSC priority and higher EL.
- Aligns with Unified Plan

B. Consortium

Section II:

1. Dem past effectiveness

Proposed Project

**STATE OF MAINE  
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**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- PS and MSGs within a couple of points bet FYs
- Intake – no access to ss numbers
- Effort made – what was the strategy?
- Workforce numbers and credentials positive
- Healthcare and transportation fields positive outcomes

2. Concentration of services

- York County Resource Map
- Rep at select board in some programs
- York County Career Center is partner
- JOb fairs/food banks
- Transportation barrier hub wide - (state?) attempts at partnerships w transit authorities
- On site training at area hotels/community partners
- Mental health issues being address
- Q: Current strategy outlined. Unclear how need will be determined moving forward

3. Flexible services

- Training to identify trauma
- ADA compliant with resources available
- Safe, supportive services
- Voc rehab support

4. EL acquisition for ML

- Influx of MLL in York county
- Q: data indicates increase in Maine but not specific to York
- All programs reaching out to local support networks
- All in position to offer citizenship tutoring and other services for MLL

5. IET design/implementation

- Successful IETs already in place
- Coastal Counties Workforce board consultation and alignment
- Q: SMW grant could be support by AEFLA programming.

6. Alignment w local workforce plan

- One stop compliance in place
- Partners with Goodwill of NNE
- JobLink/Training provider registry
- Attends CCWforce board meetings to keep abreast of initiatives

7. Instructions leading to gain

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**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Quantifiable history of providing instruction with intensity
- Staff diversity leads to merging of learning strategies
- Classes offered include wide variety of options and counseling services are provided
- Staff recruitment and retention still a concern
- Competitive compensation and significant autonomy
- Part time positions offer flexibility
- PD developed by indiv program to meet staff needs
- COABE/MAEA involvement
- PD costs and reimbursement by individual program and district compliance

### 8. Tech to deliver services

- Virtual programming accelerated by Covid. A benefit to all programs using tech to facilitate hybrid and online
- High quality instruction – some asynchronous
- Great for MLL/using appropriate tools
- Mobil devices and formats to reach all students who need instruction
- DL a focus – Northstar, instruction on accessing are free?
- Partner with NDEC for free classes
- Increased reach with tools available

### 9. Accurate Data management

- Use of qualitative and quantitative data to inform instruction
- Gives better picture of student demographics
- Anecdotal data important to help guide programming based on student need
- Gives programs picture of strengths and weaknesses

Appendix H: Program Schedule and Alignment (2 tabs) -

### Ed Programming:

- Wide range of programming for both ABE and ML. Alignments and options for FTF, Hybrid and DL noted.

### IET Programming:

- Q: Agree on transferability, but do students choose a pathway to explore how these skills apply?
- Q: Rise Up great if there is employee buy-in that credential holders will be given some consideration with demonstrated skills vs. other than what's given others

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**EVALUATOR DEPARTMENT:** NA

Appendix I: Qualifications of Personnel –

- Only FTE is OOB/Saco. (academic advisor) All pt – and shouldn't all ABE instructors have AE certification in a subject area?

**Budget Proposal:**

Appendix J: Cost Proposal Form- 133,073 state estimate/143 is more than 4% noted.

Budget Narrative:

- Outlined focus on BAE/OOB/Saco high MLL impact
- P: Funding emphasis on same w exception of Massabesic – MLL funded locally
- Supplemental funding for ABE at KAE, MACE and Massa in addition of MLL
- In patient addition ctr collaboration – amount allocated 0 20,000 seems reasonable, but I don't see where it is in the budget.
- Budget reflects states 4% increase but requested amount is about 10,000

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**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/29

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

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**Proposal Contents:**

Appendix E: Overview

a.

- Local, federal, state, Dept/statue guidance
- CCRS w focus on digital lit, MLL/ELPS standards met
- Workforce contextualized, integrated by design
- Local needs met
- P: Pathway to self/family sufficiency emphasized
- All pathways identified: literacy, ELL and math contextualized, college and workforce transition
- 10 programs/unified service w MOU
- PD focused for staff ILP and pathways plans address long/short term goals
- Hub resource guide includes ethnic and faith-based org and PS partners
- MCCA and IETs part of strategic plan with CWMWIB
- Ongoing collaborations with multiple local business partners in high demand industries
- P: Hybrid IET in IT/FTF and remote: Hub-wide
- Robust NM population 800+ w 25% in workforce at program entry
- 60 countries/31 languages
- Resettlement agencies collaboration
- Example 1: PSS/CNA two counties, 5 collaborating districts/pre-apprenticehip healthcare pathways and includes ESL and EFL 4+
  - Great enrollment and outcome states at participating healthcare facilities
- Example 2:

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**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- IET: AEFLA funded Applied Tech in the workplace
- DL option and FTF
- Reaches hub wide w 3 – 4 programs reaching across service area
- Outcomes positive include WR, IC3 through Gmetrix, Comp TIA
- 34% gains

B. Consortium outlined w areas of expertise for all programming.

**Section II: Proposed Project**

1. Demonstrated Past Effectiveness

- **Enrollment** data up considerably
- 50% rise in MLL
- Rural increase due to housing
- Increase in younger hs students 16-22
- **Post test** 56 – 67 – 11% gain
- Implemented strategies to capture pt as formal assessment before course end or hiset final. Often 2x
- PD for data managers
- **I: MSG 38-41** noted pockets of achievement that are higher than 50% - lower levels meet target, higher levels don't.
- FY 25 strategies are in place: pd, curr alignment

**Data Match:**

- 90%: Learners do not have.
- Eligible learners are strongly encouraged. Half of hub programs are able to receive 95-100%. High MLL programs do not.

**HSC Trends:**

- Lower completions from more students who need higher leve/longer
- Evidenced in increase % with more services necessary
- AEFLA funding to support critical

2. concentration of services

- ACS Data significant of need HSC will still be ongoing priority
- P: Excellent reference to WIOA Basic Skills Deficient to determine need
- Comprehensive intake w assessments to accurately identify need where emphasis will be

**STATE OF MAINE  
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**EVALUATOR DEPARTMENT:** NA

- Corrections included in need
- County jails included in target area
- MCCA included in plan
- P: AEFLA where needed not simply where anticipated...

3. flexible services

- Aware of and experienced – intake and ILP to identify what works for students
- Targeted and differentiated instruction
- Online platforms
- P: Outlined barrier response/MCF/RideShare
- Investigate duplication in other areas of hub
- District support/IEP and ADA accessible
- Staff expertise in K-12 is benefit
- P: Listed accommodations used
- P: Used example of collaboration: limited ability/food service/VR/employed
- PD focusing on students w disabilities offered
- P: addressing attendance gaps

4. EL acquisition for ML

- MLL data outlined specifically
- Delivery of ELL acquisition and Civics – small groups
- Taught by ELL or lit tutors some are ELL themselves
- P; I: Receptive/expressive language
- IELCE integrated by design – all include civics ed
- P: culture of work in U.S., citizenship pathway, foundational skills IET
- MLL – ABE – HiSET/Diploma - MCCA progression outlined
- P: all MLL encouraged to participate in Workforce training
- Work w/navigators

5. IET design and implementation

- Applied Tech in Workplace – currently successful
- Cross industry skills
- NEW: continue w ATIW and expand to accommodation/foodservice/hospitality as they expect growth
- Meets Unified plan

**STATE OF MAINE  
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**EVALUATOR DEPARTMENT:** NA

- Includes basic math skills, WR, OSHA, ServSafe, Customer service, Leadership/Innovation
- EMDC support w/DOE IET toolkit

6. Align w local workforce

- Detailed identification of process w CWMWDB – lots of collaboration
- P: Addresses ‘replacement demand’
- P: Taps into MLL experience in home country
- New IET w collaborate w one-stop
- P: Will be Designed to be stackable – one entry-multiple exits
- Board representation on WDB
- Outlined skills nec for success in workforce, and identified demographics of focus ie veterans, ind w disab, New Mainers, etc.

7. Instruction leading to gain

- Outlined assessments, CCRS, and moving towards proficiency based instruction
- P: Focused on meeting competencies more than acquiring a certain amt of class attendance hours
- Aligned with MLR more than 25 years
- CCRS and ELPS
- ANI trained, reading apprenticeship/ Sheltered Inst Obs protocol SIOP
- Authentic materials used for instruction
- Vendor based programs all aligned\
- P: FY25: Work to align with new CASAS
- P: Staff retention: typical, using economies of scale to serve multiple areas
- Collaboration and inclusivity w staff survey/assessment hubwide
- Well trained staff in multiple areas\

8. tech to deliver services

- Tech and delivery systems will continue w hybrid and blended options
- Addresses transportation and geography issues
- Multiple platforms to deliver instruction\

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**RFP #:** 202312252

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**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/29

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- P:I: NOT to offer classes that include MORE THAN 50% asynchronous distance learning – minimizes personal interaction and effective formative assessments
- ATIW IET is great example of blended delivery reaching many
- P: Outlined strategy to assess and embed DL – certificates and badges
- Broadband still an issue in area – support w devices\
- Digital skills emphasized on devices/cyber security/keyboarding

9. accurate data management

- Each program bi-weekly data entry
- Timely data entry critical include all program info on students
- Reached out to DOE for in person training
- Q: Example to improve data – request to PSI by program

Appendix H: Program Schedule and Alignment (2 tabs) -

- Programming looks extensive and comprehensive
- IETs look great, and new one focusing on hospitality/food/accommodations looks well thought out, and accessible to learners

Appendix I: Qualifications of Personnel –

- Looks complete
- Q: Curious if certs are 7-12 or AE for diploma?

**Budget Proposal:**

Appendix J: Cost Proposal Form-  
333,919 each year – estimate 191,866

Budget Narrative:

- 88% academic instruction including MLL and IET implementation
- Instructional 225,279
- Local and non federal are being leveraged
- Broke down instructional/advising/IET/instructional clearly
- Admin/Conferences

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**DATE:** 3/29

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

Budget Form:

- Form looks appropriate, correct, and shows local/non federal clearly.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 4/1/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1

1. Overview

- 6 communities central Maine – Somerset not served by other AEs
- Focus on all areas of programming – overcoming barriers including physical/learning disab
- Coordinated sequence of intake to position students for success
- Experienced team
- PD emphasis
- Instructors certified and curriculum aligned
- P: Learning in context where possible
- Acknowledge benefits from AEFLA to coordinate services
- Increased learners, HSC, and met DOE targets
- Local support – 3:1 match
- Good community partnerships
- Example 1:
  - Formal process/consultant to prepare strategic plan in Hub 4
  - Positive goals reinforced: Awareness of mission and programs and increasing effec student recruit/retention
  - Cemented engagement to build relations in Frank/Somer counties
- Example 2:
  - Online HiSET Orientation
  - 7 session mets hours to qualify for testing

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

**RFP #:** 202312252

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**BIDDER NAME:** MSAD 54

**DATE:** 4/1/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- All steps of orientation/intake and practice testing/advising/dig lit, and tech assessments
  - Instructors use variety of platforms to access students
  - Support staff trained in digital platforms to assist
  - Learners have ability to complete process remotely. In person for testing itself.
  - Solved many transportation and geographic barriers for a large region of state
- b.
- Partners identified and outlined services.
  - P: Referrals to other hub members, both in and outside of Hub 4 available for learners to complete credential

Appendix H: Program Schedule and Alignment (2 tabs) -

- Many options (and interesting classes) for students both FTF and hybrid
- Good selection of CT options
- Options for MLL
- Good to see IET address two sectors of growth and need

Appendix I: Qualifications of Personnel –

- Q: Don't see totals on Personnel...
- Small staff with appropriate certification including ESOL

Appendix J Cost proposal Form

- 144,000 vs 108 estimate
- Good to see IETs all from AEFLA

Section II: Proposed Project

1. Past effectiveness

- P: Exemplary – met MSG and Data targets over last 4 years; last year met targeted post-test rate
- Hiset completions increase
- P: I: Interesting data comparing hub completions/credentials!
- PLC to address goals
- 1 – 4 math learners needed more time
- Noted re-engaging learners who stopped out (math) will likely affect MSG in FY26 (not 25?)

2. Concentration of services

- Urgent need of workforce training – poverty rate high, unemployment high

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**EVALUATOR DEPARTMENT:** NA

- Utilization data of local districts not positive stats
- Concerning picture of lit/num levels lowest in state.
- PIAAC shows high levels of lit level 1
- Need for other disadvantaged in hub including MLL
- Needs identified during comprehensive intake
- Correctional instruction follows same intake process
- Focus groups to collaborate services with local community organizations
- Maine Connect to address broadband issues
- KVCC , Lit Volunteers and Career Center collaboration

3. Flexible services

- P: dev environment for learning gains at any hub 4 center
- Mental health PD/trauma informed care
- Common approach to ILP – evidence based methods
- P: data snapshot show abe/ase classes growth through post-testing
- Collaboration with district SPED
- Accommodations are examples ie audio books
- Voc Rehab and FedCap partnering
- Corrections collaboration
- EMDC referrals to agencies
- Lit volunteers of Frank/Somer county
- Community Connect
- P: Contextual ie first time voter, monthly grocery planning, telehealth

4. Acquisition for MLL

- Data shows increases of MLL to Maine
- I: citizenship stayed fixed, population increased – rate of citizenship decreasing
- Rural areas being impacted
- State shows % increases of MLL in rural areas greater than portland/lewiston
- Plans to ramp up infrastructure and capacity in anticipation of growth
- P: Success - Focus on reading/writing/speaking/listening to communicate with family supports or for employment
- Good choices of instructional materials
- P: Ex: Philippines success w citizenship exam and post-secondary
- P: Correctional need - Confident they are poised for not only increased population but to attract qualified personnel
- P: PD critical piece – summer institute participation

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**EVALUATOR DEPARTMENT:** NA

- P: translators via language line to assist w intake
5. IET design/implementation
- 3 IETs are well developed including comprehensive intake, assessment
  - Includes steps for evaluating program and student outcomes
  - Math included in contextualized manner by industry
  - Applied math, reading comp, and communication, vocab. Employability
  - Career advising/pathway exploration
  - Post testing and post program surveys/testimonials guide adjustments to program
  - CNA re-evaluated to include appropriate math skills/metric
6. Alignment w local workforce
- CMWDB strategic plan alignment
  - Addresses loss of manufacturing, aging pop and employee readiness
  - Priorities establish w alignment of CMWDB – 4 – 6 priorities (5 missing?)
  - Plans include addressing post-secondary planning for increased opportunity
  - Earn to learn options and collaboration w one stop partners
7. Instruction leading to gain
- Instructional intensity quantified – increases evident and exceeded projected increase even through Covid
  - Appropriate texts used for ELA and math and aligned to CCRS
  - MCCA curriculum developed collaborated throughout hub
  - Post test CASAS and OPTs help develop well designed formative/summative
  - P: Work Group for curriculum developed hub wide
  - Growth mindset included
  - P: Qualified staff – noted funding hugely important to retain qualified staff
  - Culture of inclusivity
  - Training and development
8. Tech to deliver services
- Tech services included current practice – hybrid/remote options for MLL and HiSET
  - Remote CASAS training
  - Zoom for FTF training of online tools
  - Laptop sign out available
  - P: Fidium investing in broadband in Franklin county w 35 – 85% access

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**EVALUATOR DEPARTMENT:** NA

- Plan is to increase community help sessions, includes other funding sources, partnering with Natl Dig Equity Ctr and others incl Somerset EDC and Maine Connectivity Auth
- Print brochure and web QR code to get out info on services
- P: Increase Edgenuity 'seats' increases cross program access

**9. Accurate data management**

- MS to maintain precise records
- Intake reviewed by trained staff before entry
- Data audits
- P: MS group between hubs to identify issues and determine PD
- Office hours participation
- Realtime monitoring w students to promote progress
- Process helps to insure MSG are on track
- PD within hub to track and re-engage stop outs from HiSET

Appendix H:

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**DATE:** 4/1/24

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**EVALUATOR DEPARTMENT:** NA

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section I: Overview

- 26 cities/town - all with common goals – increase opp and dev skills
- Continuation of prev grants including shared marketing, expanded learning labs, for HiSET/HSD in various formats
- Rural challenges including housing \
- College intending supports for graduating students

Example 1:

- Workforce development for healthcare
- Identified by CCWI as priority area
- PAE partnered with GNG on MA Apprenticeship IET
- Included contextualized Eng Lang Acquis, med term, and target instruction
- Northn Ligh collaboration
- Pre-apprentice and mainstream MA students
- Included employability skills
- 3<sup>rd</sup> Gorham for next cohort

Example 2:

- RSU5/Freeport sharp increase: 2x in 24 as 23
- New EL acquisition program
- Hired instructionr and access at satellite locations to reduct transp/childcare barriers

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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**EVALUATOR DEPARTMENT:** NA

- Increase in rural areas led to formation of a PLC embracing the Curious About College (CAC) used first at PAE, hosted 2 events
- PLC focus moving forward on CAC and sharing and developing best practices for MLL using CCRS and ELP

Other examples:

- Other examples of current and recent are Workforce training in CCMA, CNA, Phlebotomy, CompTIA, CDL Drive, CDL Instructor, Today's Teller, ServSafe, Auto Repair, Cert Res Med Aide (CRMA, and Renewable Energy Careers.

B: Partners identified clearly with program details

- Clear need in RSU 5/Freeport and SPAE
- Q: Only 2 mentioned Enrichment

Section II Proposed Project:

1: Demonstrated Past Effectiveness: Q: Appendix G very difficult to read

- Evaluate efficacy on a programmatic, hub, and state level to better report learner outcomes
- Marked increase in ML
- Classes at community satellite locations – resourceful and adaptable
- Increases are partly due to more reliable data collection
- Classes trending upward overall – ABE 70T over previous years
- Q: success of those opened new doors/hsd/hse on ways to increase learner retention How?
- Data shows target of 10% growth met.
- Q: Uncounted NRS learners – issue corrected. Better efforts to assess and collect will result in increase...How?
- MSG increase 28 to 32 – better post testing
- Efforts include increase post testing and more consistent enrollment procedures
- Including Type 5 MSG/IET
- Q: Help meet targets in 4 – does that include enrollment?
- Creation of 5 PLCs within hub
- Hub data a focus
- Include PD on program improvement
- SMCC collaboration – working on how to best serve populations who need ELL for success
- Greatest challenge is meeting 90 goal for data match

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**EVALUATOR DEPARTMENT:** NA

- All 10 programs committed to improving metric.
- Strategies from intake throughout programming
- Research how their state with high ML capture the information

2. Concentration on ind most in need:

- 5 of 10 programs exceeded or met number of part with efl on esl scale
- Evidence of need – 8 of 10 programs have reached maximum capacity -
- Additional funding and personnel necessary to increase programming
- 3 programs have pooled resources/advertise for joint teaching to increase capacity
- DL indentified a another area of need.
- High concentration of DL need w black/african or Hispanic/Latino more than total of other hubs.
- P: Northstar Digital services implemented at several programs who will provide tech assistance to other programs to onboard
- Q: IET are Identified sectors addressed are being offered or developed. CCWI alignment?

3: Supports and services to make learning gains including physical, emotional and learning disabilities

- Flexibility and accessibility are core values of consitutent programs
- ILP with AE staff to identify goos, needs, barriers
- 3 programs employe staff who are trained in social work
- Includes community partners – opportunity alliance
- Key barrier identified is transportation. Larger programe offer bus passes where available
- Other barriers – require not only remote but the devices to access remote or hybrid classes
- P: Goodwill has assisted to provide free devices and hotspots for school and work
- P: Diploma and equiv options made clear to students to help them choose the best option
- P: Proficiency based model implemented at one program \tied to CCRS
- Workplace lit activities have structural flexibility

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**EVALUATOR DEPARTMENT:** NA

- Community partners offer locations to help with ELL acquisition and DL
4. ELL and civics program delivery
- 87.6 enrollees in PAE were MLL
  - Center for App Linguis (CAL) support and guidance working on reading, writing, speaking and listening skills
  - Aligned with CCRS
  - P: Real world driven content
  - P: Civics instruction intentional related to respon/rights of learners as workers, community members, and citizens.
  - P: MLL Learners to transition to SMCC receive specialized support through CC success Coord
  - Helps assure HSD/HSE learners were being appropriated supported in the college application process
  - P: SMCC – AE can sign up for classes as local high schools
  - Examples for ML to prepare/upgrade:
    - English for Job Prep and Customer Service
    - Bridge to Healthcare Careers – prep for ML CNA and MA programs
  - IET available to ML are located in other hub programs
5. Design and implement IET deliver model per Unified Plan
- IETs detailed are evidence of alignment targeted to ind w low lit/numeracy
  - Cross program enrollment
  - Partnered with CC and Goodwill
  - P: Focus on healthcare, CDL, renewable energy, and other identified sectors of growth identified in plan and supported by local employers.
  - P: Programs include foundational skill building, contextualized, and include employability skills
  - Q: Of all IETs listed, it appears that only 3 programs are point program for them?
6. Alignment of activities to local workforce plan and one stop partners
- Sectors identified and supported by CCWI
  - No wrong door approach
  - Pathways part of ILP
  - Job seekers and current workers can access program to upskill
  - CCWI goals (6) are listed and clear

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**EVALUATOR DEPARTMENT:** NA

- Work with CCWI to avoid duplication
- Two directors serve on CCWI Board
- Dedicated partner in One stop fulfilling requirement outlined
- Learner barriers identified at intake

7. How instruction provided: intensity and quality

- Providing multiple access point, scheduling, and FTF, hybrid, remote encourages enrollment and helps to increase intensity with greater attendance.
- Students have options to take multiple classes concurrently
- Short term intensive programs targeted to ML and IET
- Interpretation and language support
- Access to DL services/support
- Qualified instructors
- Mostly part time -
- Sharing instructors working in several program
- Referrals throughout hub to better utilize part time instructors
- I: Staff typically enters through 'side door' can present challenges
- High quality PD and training for staff
- Additional TSTM training will be implemented through PLC
- MCCA coordinators meet weekly
- Summer melt and Curious about College PD topics
- Rigorous alignment with teacher made or LMS and include Schoology resources
- Summative testing for HiSET PT and OPT
- 37 full and pt employees need AEFLA support

8: Tech effectively

- Remote classes
- Loan computers and/or hotspots
- Google classroom or Schoology
- All programming promotes digital literacy and prepares learners for platforms at work and PS schools
- Synchronous remote, asynchronous instruction
- EnGen/Burlington used
- Northstar DL
- P: Learning Upgrade designed for ML learners with limited digital proficiency

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**EVALUATOR DEPARTMENT:** NA

- PAE pd embedded digital skill building: PAE will bring PD training/info to other hub programs

8: Measurable outcomes info system

- Slightly different proc for intake/data entry
- Strategy will be to share best practices on data entry through PLCs.
- Discuss norms/procedures around collection and entry
- P: Ensure all programs are submitting timely/accurate qtr and ye reports
- Upcoming IETS will get formal status approval for Type 5 MSG
- Meaningful decisions about instruction plans based on assessment results
- P: Point person at GNG liason with DOE for HiSet issues
- P: Hub has different program structure but all have the same goals
- Changes to post-testing for FY 25 at several programs
- Example: Quarterly and YO reports identify trends in intensity, attendance, and comparing trends across classes may help curriculum changes or instructional methods. Proper training and sharing of best practices will expand use of reports and provide more target instruction
- P: example: deliberate use and sharing of data relating to waitlists – who is NOT being served – referrals, remote options, joint instructional staff, and ability/staff for ML learnerws are all strategies Hub 8 will employ.

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**EVALUATOR DEPARTMENT:** NA

Appendix H: Program Schedule and Alignment (2 tabs) -

Within file and is appropriate with wide variety of course options and IETs

Appendix I: Qualifications of Personnel –

Qualified full and part time staff

**Budget Proposal:**

Appendix J: Cost Proposal Form-

**Budget Narrative:**

- Funds will increase access to DL assessments, instructional materials, and will support PD hub-wide
- I: P: Equity in budget fund distribution using MDOEs process for estimating allocations
- Redistribution of funds with greater capacity needs
- Designed to maintain or increase ML learners
- Increase data match info
- Increase testing capacity and improve procedures
- Grant coordination position with fiscal agent.
- Four PLCs funded
- Admin cost in excess of 5% is vital to proposal
- 13 IETs in FY 25 – many employer partners and other funding sources are contributing to minimize hub use of funds.

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Budget Form:

**STATE OF MAINE  
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**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1:

a. Overview:

- Overview established expertise of fiscal agent
- Focused on experience in RSU 25
- Q: Example 1 were specific to fiscal agent
- Example 2 specific to workforce needs of hub in Hancock and Wash counties
- Focused on lit, numeracy, and digital skills

b. Consortium/Subcontractors

- Detailed description of Hub 1/7 AE programs
- Huge geographic area
- Five of 7 are applying for grant and will offer services for entire 2 counties
- All programs share referrals/resources
- Full spectrum of services at most program areas.
- Long standing collaboration
- NWDB and state plan addressed
- P: Autonomy in programs but share expertise and coordinate services
- Five participating program details outlined

Section II Proposed Project

- Demonstrated Effectiveness
- Appendix G showed programming in 5 programs applying effective, especially w hs completion
- Level 1 SPED impacts ability to achieve a full EFL in a POP

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

**RFP #:** 202312252

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**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- MSG met, Post Testing data varies by program.
- Appreciative advising model has impact on all targets
- Post testing rate – met all reqs of assessment policy, but below state target
- PT increases incrementally up
- Data Match: collectively met, but some programs did not
- Strategies to improve targets in enrollment and MSG include appreciative advising’s impact on persistence and growth – focus on learner goals
- Planning on tracking non NRS data points but show student growth to identify growth – many are personal targets and workforce training certs
- PD and instructional practices and curriculum and data review hub wide -
- Weekly data entry for hub, months NRS and target review for hub, quarterly hub review of regional data before submitting data snapshot
- Intensity of services is key to improving MSG
- Learner obstacles barriers to intensity
- Variety of instructional models and online curriculum
- P: addressing challenges through indiv and community w city task force, partner w orgs to address regional broadband equity and dig lit training
- Funding structures different between two counties causes disparities resulting in less intensity of service in Wash county
- P: Social/emotional strategy creation of trauma informed and inclusive culture using multi tier support system model
- Corrections funding inadequate/utilizing literacy volunteers and tutors
- Funding does not provide comprehensive services corrections need

### 2. Concentration on most in need:

- Funding from several sources used to meet needs
- Targeted lowest level literacy needs
- Orientation FTF, remote or hybrid
- Focus on self sufficiency
- P: Building trusting relationships – use of Appreciative Advising
- P: Study group w hub advisors
- P: NRS research/barriers to employment learner checklist dev by hub
- Corrections support for HSD/E and MCCA

**STATE OF MAINE  
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**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Digital equity for corrections

3: Flexible supports/services

- Managed or open enrolment w variety of options for participation
- Flexible schedules to address barriers
- MTSS multi tiered sup sys to provide accommodations
- PD on instructional practices to address barriers and accommodations for learning styles
- Accommodations for HiSET/workforce training
- Contextualized training
- Relationships w school/community/regional support agencies
- PD offered to staff/district around variety of mental health, diversity, and harrassment issues
- Combined experience within hub creates flexibility of design to best serve students

4. ELL acquisition

- Prepared to meet anticipated growth
- School districts October attendance indicates uptick.
- Affordable housing in once area of Wash Cnty provides opportunities – ELA staff avaialble
- 45% increase in ML NRS learners – some do not meet 12 hour /barriers
- Skilled new mainers eager to upskill and learn language to be employed
- Home language illiteracy a barrier
- Recruitment for ELA/Civics often word of mouth -
- Migrant seasonal often changed to year round
- Career Center and EMDC supports
- Local employers support
- P: Mano en Mano valuable regional partner
- ELA instruction research based – ELPS
- Listening/speaking standards reinforced for interview process
- P Civics – rights/respon - two instructors acquired through process – great for students to get first hand knowledge

5. IET integration

- CMMA current IET
- 2 new proposed: CNA-Plus and CCMA
- CMAA and CCMA
- I-Best model used
- P: Goal to scaffold to support low level learners – EFL 3 – 4

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**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- P: Example given is a good one.
- Contextualized and differentiated – includes Digital Lit Ed
- Strong partnerships with WB and target industries
- Healthcare major focus – multiple pathways
- Need meets Unified plan and workforce board/employer need
- P: Design process for IET clearly outlined to ensure prog design promotes MSG5
- P: Detailed activities for CCMA IET
- P: Partners and roles clearly outline and look really good

Appendix H: Program Schedule and Alignment (2 tabs) -

- Ed programming is comprehensive. Managed enrollment often complemented w learning labs
  - Alignment for all courses evident
  - FTF and hybrid offered
  - P: courses at different EFL, include dl and workplace readiness/WR credential
6. Strategies aligned with workforce plan – one stop partnership
- NWDB strategic plan healthcare, mfg, tech as priority w some additional
  - Poverty level chart show increased poverty/risk in Wash county
  - Tech certifications offered in hub w Northstar, IC3, Comp TIAA
  - Meets w one stop partner 1Q
  - Variety of employer and community resource support
  - Focused on meeting learners where they are to determine best pathway
  - Provide relevant and contextualized instruction
  - NWDB and EMDC collaboration w/MOUs
7. Intensity of EL instruction
- Quality instruction to meet CCRS and ELPS across hub.
  - P: Includes DL and TSTM
  - Reading instruction very comprehensive for both EL and English speaking.
  - EL includes good authentic materials used for instruction
  - Great instructional materials

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Math focus on literacy fundamental math series
- Intensity of instruction often determined by learners' schedule and availability
- P: All instructors PD CCRS and ELPS along with Social Studies, Science, and digital literacy

Appendix I: Qualifications of Personnel –

- Is outlined well for personnel – not all add to 100%
- Q: No 7-12 other than AE?

8. Technology service/delivery

- P: Each program as cert instructor who specialized in tech
- P: They are the 'go to' staff
- Best practices shared on a variety of platforms
- Need to address tech discussed at PD session
- Essential need to have instructors competent in DL outlined
- Comprehensive section outlining different learner types, programs, and alternative formats
- Hub shares resources and subscriptions
- Use IDEAL to assess programming
- Representation on DL inclusivity work group

9. Accurate data to measure outcomes

- Gathering of data consistent w/WIOA at 75%. Wages difficult to tract
- Example includes gains shared with students
- Using data helps to inform recruitment and retention
- Shared with partners
- Personal goals of students indicate contextualized use of skill gain
- Staff works w students to identify issue before student drops out
- More regionalized implementation of data will include weekly communication between hubs
- Data topic in all staff meeting discussions

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

**Budget Proposal:**

Appendix J: Cost Proposal Form-

- Local share is minimal
- Admin costs minimal
- They requested very close to estimate

Budget Narrative:

- Pooled resources to maximize access/intensity leading to MSG
- AEFLA funds for lowest level learners. Other funding sources with other braided funding sources
- Breakdown of instruction/advising clear.
- Appreciative advising w 11% of funding for this purpose
- Directors bear most of admin costs at each program
- Most to Wash county/most rural
- All hubs contribute to DOL infrastructure

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

\*\*\*\*\*

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

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1:

Overview

- Five programs in vastly geographic county
- All 5 areas of AE
- Collaboration close partnership necessary to meet learner needs
- Share instructors, PD, curriculum, shared tech, and workforce needs as available.
- P: Opening paragraph gives a clear picture of the hub.
- Staff changes in #24
- Example 1:
  - P: Diploma students complete career research project as graduation component
  - P: Used examples of students to describe student achievement
- Example 2:
  - Personal Services of Aroostook
  - Focuses on students w disabilities/CCRS aligned/Life Skills
  - Encourage independence
  - Aligned academics – special projects
- Consortium partners well described w certified staff

Section II:

1: Demonstrated past effectiveness

- Data shows meet or exceeding for FY 25 & 26.
- High learner intensit (90 hrs 80 hrs)
- Corrections one prog only

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

2. Individuals most in need

- P: ILP includes participation policies
- Community partners to identify students in most need
- Mental health, shelters, community – dhhs, voc rehab
- Qualified staff accommodates learners w special needs
- Variety of accommodations listed
- Strategies focused on population focused on efl 1-4 and esl 1 – 6

3. Support/flexible svc and those w disabilities

- Staff trained in variety of specialized curriculum strategies
- Aligned to CCRS and ELPS
- Relationship with district SPED
- Encourage learner self assessment w/rubrics to help assess
- Many agencies local/state/shelters/food pantries as referral sources
- P: Programs use adaptive resources and activities and tech to support unique learner needs

4. ELL acquisition/civics

- Over 14% of pop live in household where other than English spoken
- Acadian French included as influx of Spanish and others affect region
- Outreach to school districts, community action groups and Career Center to create partnerships
- Business outreach to help learners with sustainable employment attainment and retention
- Staff are familiar with standards and PD will continue to improve teacher and program readiness
- One district hired full time ELL k-12 cert coord who will offer services for that AE program.
- Variety of program options based on learner need – managed, oline platforms w rubrics to help learners assess their own work
- Use of contextualized citizenship curriculum

5. IET program design and implementation

- Healthcare and social assistance as number one
- Data provided NWDB
- Sectors with priority identified
- Partners in sector identified and extensive given region
- P: partners financially support learners as provide pre-employment work
- Reading level pre req for CNA with AE support can be achieved

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

- Q: Not sure if any IETs current – all say ‘will’ and for CNA and others identified

No Appendix H provided for program schedule and alignment

6. Strategies/goals of LWB

- P: Hub contributors to development on strategic NWDB plan
- Directors participate in board meetings – AE identified as integral partner
- ACAP title1 provider – AE partnership helps students overcome variety of barriers to success
- P: AE/ACAP provide learners w/ wrap-around services
- CC activities to support learners
- Q: ‘simultaneously and concurrently prov occupational training’ many sectors identified – show credentials of value issued – but no IET – not sure I’m reading correctly without programming information
- College and Career readiness coord with NMCC
- IFA agreement w One Stop in Bangor will be renegotiated and renewed in FY 14
- Space availabel for AE to conduct some business and student support activities
- Support of MLL programming also identified

7. academic and EL acquisition intensity/quality

- Assessments at intake and through formal/informal assessments determine initial instruction
- Focus on ccr standards to guide individualized instruction
- P: Rubrics used by admin, instruc and learners to measure and evaluate progress
- Above will enhance/inform instruction, pd planning and data collection
- Variety of instructional platforms and blend of resources
- Tech/DL training and resources will continue to be important to learner success
- DL platforms used to enhance instruction
- Hub employs full/pt instructions -
- Recruitment using variety of social media platforms
- Retired teacher recruitment
- Retention through PD opportunities, shared positions, encouraging staff engagement
- Focus on PD with activities that align with state direction

Appendix I:  
Not attached

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

8. Use of tech services across geographic distances

- County falls below state average of connectivity
- Full access to computer labs and borrow equipment
- Broadband not available for many students
- Recruit for training programs where available with multiple training vendors
- DL assessment part of ILP
- Learners required to show fluency through tech
- Blended learning platforms utilized

9: Measured outcomes/data

- Bi-monthly office hours, state webinars
- Two days after intake info entered into MS
- Ac coord ensure ptests within 12 hours
- Instructors update attendance weekly
- Director oversight for accuracy
- Accurate data history resulted in hub meeting or surpassing state goals
- Directors collaborate on best practices
- Q: Data match simple?
- Increased attendance correlated to increased MSG and HSD/E completion

Appendix H: Program Schedule and Alignment (2 tabs) -

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/5/24

**EVALUATOR NAME:** (Madelyn Litz)

**EVALUATOR DEPARTMENT:** NA

Not attached

Appendix I: Qualifications of Personnel –

Not attached

**Budget Proposal:**

Appendix J: Cost Proposal Form-  
Budget narrative:

- Comprehensive programming directly tied to employment of highly qualified instructors
- AEFLA funding critical
- Q: increase quality and increase learner outcomes
- Upgrade and expand dl programs and to facilitate CCRS alignment and delivery
- Locally programs will seek other funding sources
- Braid other funding where possible to support AEFLA initiatives

Budget Form:

- Asking for more than estimate
- Q: Appears some personnel in two places where amounts concerning?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**Organization overview :** Clear, concise, strong sense of identity across the hub, KACE branding (P); Additional funds to expand services to MLL (P); Focus on equitable service across the hub (P); Strong community partners (P); No provider offering services as effectively as KACE (I, Q)

**Consortium/Subcontractors:** Clear, easy to understand (P)

**Proposed project**

Well written and format made this easy to read and follow, with good use of data (P) Steady increase in enrollment, rise in MSGs, Close to data match (P); Strategies to increase metrics by identifying issue and implementing a plan (P) Gap in Augusta services in summer 2022 and loss of personnel (N); Back on an upward trajectory (P); Developing a new strategy to identify melt (I); Utilizing data from work force board and community partners (P) One-third learners (approx.) with a disability (I); Good use of data from the 2022 American Community Survey (P) Challenging to stay informed and prepare programs for refugee and asylum seekers who seek more services and the high population of students with learning disabilities and mental health needs (I) Focus on ILPs, flexible accommodations and digital tool usage (P); Multiple entries to programs (P); Professional development for MLL population (P) Variety of unique programs

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

offered with KVCC, employers and community partners (P) Standardized onboarding process, developing an ESOL Employability Certification from Lewiston's successful model (I); Committed to IET delivery model, sometimes a challenge to get employer buy in; County Resource Map (I); Alignment with State Plan (P); Kennebec Digital Equity Plan (P); Standardized data protocols across programs to ensure consistency (P)

**Competitive Priority Areas:** Serving Multilingual Learners; Equitable Service Delivery; IET Activities. **YYY**

Appendix H: Program Schedule and Alignment (2 tabs) -

13 programs, 2 IETs

Appendix I: Qualifications of Personnel –

10 staff. Why is BS/MS listed under years of experience (Q)

**Budget Proposal:**

Appendix J: Cost Proposal Form-\$122,799 each year.

Instruction \$79,301 (63.8%); Advising \$38,280 (\$31.2%); Admin \$3,717 (3.8%); Materials \$750; IET \$750.

Local funds: \$266,321

Budget Narrative:

Create, Expand and strengthen IETs. Is this coming from local funds (Q)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

Positive (P) Negative (N) Question (Q) Interesting (I)

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

**Overview:** Day, evening and hybrid classes to accommodate students schedule (P); clear overview of services offered (P); How many students taking Essential Education digital literacy classes (Q) Projects – CMAA, Comp TIA with EMMC

Consortium: Riverside, PVAEC, RSU 19, RSU 67, (Bangor Q).

**Proposed project:** Improvements in targets, exceeding in growth (6.5%) and match rate (93%), almost at MSG rate (41.25%) and getting closer to post-test rate (54%). Reducing barriers to attend class, staff training, distance and blended learning, open enrollment (P); Challenge to track participants after they leave; Focus on upskilling, a new priority of the Northeastern workforce board (P); Priority on working with expanding MLL population (P); Sub grantee for New Mainer Resource Center (P); IET focus on Healthcare (P); Focus on ILPs, removing barriers, meeting students where they are, flexibility of programs with distance learning options (P); Many members of staff with a special ed background (P); 81 MLL registrations from 27 different countries in FY24, some have degrees and credentials, a challenge in transferring to US (I); Nursing IET with EMMC (P); Working closely with NWDB to align strategies and goals to a) determine needs b) promote educational and training for in-demand industries c) promote micro credentials and certificate programs (P); Strategy to improve digital literacy skills a)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

develop survey b) digital skills training at each program; Focus on job opportunities (P);  
Systematic approach to data collection, data training, sharing of data (P);

**Competitive Priority Areas:** Serving Multilingual Learners; Equitable Service Delivery; IET Activities.

Appendix H: Program Schedule and Alignment (2 tabs) -

41 programs and 1 IET (Nursing)

Appendix I: Qualifications of Personnel –

11 instructors.

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget:

\$138,353 per year: \$97,353 instruction; \$16,237 Advising; \$18,032 Materials  
\$60,350 in local funds

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD

**DATE:** 3/20/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Overview:** 8 Adult Ed programs with 19 school districts across 3 counties + Mid-Coast School of Technology. Monthly meeting to discuss deliverables and finances of AEFLA (P); Collaborations with correctional facilities (I); Strong partnerships across the hub and beyond (P); Digital literacy expansion and the addition of a distance learning coordinator in FY22. Impact? (P, Q). Influx of New Mainers particularly in Brunswick area with needs met by Merrymeeting and partners (P); Examples were small number of participants (N)

**Proposed project:** 1) Challenges reaching state goals (N) but working on strategies for improvement (P); Significant percentage entering at ABE level 6 prevents post test (I/Q); MLLs without SSN (N) and incarcerated logistical challenges (I);  
2) Targeted outreach, collaboration with community and ILPs (P);  
3) Providing varied modes of instruction, offering flexibility and support, staff training is key (P) Career Navigator has been helpful (P); staff with backgrounds in special education (P); Work closely with K-12 staff (P)  
4) ML population growing; Six sections of in-person learning and six for remote learning for ELA (P) Remote learning helps to overcome barriers (transport, childcare etc) (P); Wide use of traditional and digital resources to aid instruction (P); Civics education integration (P); Hands on classes in the health care field (P);  
5) IET. CDL to meet the serious shortage (P)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD

**DATE:** 3/20/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

6) Active engagement in most recent workforce plan (P);

7) Qualifications. Alignment with standards, research based, measurement and investment in staff (P)

8) Wide range of technology used (P) Change in platforms and website to enhance access (P);

9) Data. Data improvement committee (P); Standardized data collection (P); Monitoring of program performance (P); Utilizing data to address issues e.g. retention rates declining caused by transportation issues, resulting in bus passes, carpooling and more online options (P)

Competitive Priority Areas: Serving Multilingual Learners; Equitable Service Delivery; IET Activities.

IET support for MLLs.

Appendix H: Program Schedule and Alignment (2 tabs) -

58 programs, 4 IET (School bus driver)

Appendix I: Qualifications of Personnel –

52 staff. A couple listed as expired in 1905 (Q)

**Budget Proposal:**

Appendix J: Cost Proposal Form- \$197,559 per year (FY 24 \$130,206).

Budget Narrative:

Matching: \$404,157 per year

Wide and rural coverage requires many part-time instructors

Budget Form: \$123,178 (instruction); \$44,151 Advising/Career Services; \$17,680 Materials; \$7,548 grant management for 70 hours (Q);

IET being paid with non-federal funds \$7,400

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium

**DATE:** 3/22/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Positive (P) Negative (N) Question (Q) Interesting (I)**

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Overview

Nine programs serving 91% of geographic area (Q). History of success and IET delivery. (P) Student focused, flexible programs (P). More needed on examples (N)

Program

Enrollment increased by 26% (P); Post test rate stable and Data match decreased (N). Influx of new mainers lacking SSN at intake. Positive outcomes for credential achievement – 367 individuals in FY22 and FY23 across in-demand industries (P).

Needs vary dramatically dependent on location. Strong referral networks (P); Transportation issues hub wide with different solutions (bus passes, sending teachers to client work places); Childcare another issue with childcare program and online learning as two solutions (P); Addressing mental health issues with online and hybrid options (P); Following state intake and assessment guidelines (P); Compliance with ADA with training provided (P); ELL – Seamless transition between ESL and ABE services , online learning options (P); IET – Northstar, IC3, RiseUp, exploring CDL (P); Partnership with Goodwill and attendance at work force board meetings (P); Personnel quals – 2400 intakes with diverse staff. Staff recruitment a challenge. 35 courses + 3 IET. 24 staff experienced (P); TBD with exp (Q); Strategies to address digital literacy challenges (P); Data – Using data

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium

**DATE:** 3/22/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

to improve programming and evaluation of program success (P); Would have liked to see more on data maintenance (N)

Priority points:

Serving Multilingual learners - big increase. Some regional data showing increase each year. Other data state-wide. NACE as an overflow. Retention?

Equitable service delivery across rural counties - No regional data. Partnership with NDEC (P)

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions.

Northstar and Riseup retail IETs

**Budget Proposal:**

Scoring the Budget Proposal: Budget narratives and forms are considered the Budget portion of the proposal. The review team will consider the degree to which the project represents a good return for the investment. They will consider the cost per student as well as whether the project work and cost estimates (tasks and budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.

Appendix J: Cost Proposal Form-  
Budget Narrative:

AEFLA ever more critical to serve new mainers. Massabesic funds MLL locally. Significant funds towards IETs

Budget Form: \$142,688 (\$148,213 FY26) with \$189,533 matching each year. FY26 builds in a 4% increase.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools Hub 6

**DATE:** 4/1/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Overview – Ten AE Programs. Particular focus on digital literacy (P); Good regional data (P); Pd focus for staff (P); Targeting high need industries (P); Robust new mainer population with over 800 learners (P); Two specific examples 1) 3 Hospitals and 2) IET Applied Technology in the Workplace

Project – Large enrollment increases over the past three years (P); Post test rate increase 56-67%; MSGs 38.6-40.14% (P); Data match a challenge with high percent of MLLs. Needs – Good use of regional data (P); Flexible services (P); Provision of assisted devices, screening tools (P) Waiting lists for counseling and mental health services a challenge. MLL – Good use of regional data (P) IELCE programs (P); IET – past success (P); Strong partnerships (P); Tie into and alignment with the Central Western Workforce plan (P); Blended and hybrid learning models to help reduce barriers (P); Decision not to offer more than 50% asynchronous classes (I); Data – Strong training and oversight, good use of data to support strategic planning (P) Inclusive of the whole hub (P)

Priority points:

Serving Multilingual learners - good data

Equitable service delivery across rural counties

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions

**Budget Proposal:**

Appendix J: Cost Proposal Form-

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools Hub 6

**DATE:** 4/1/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

Budget Narrative: 88% of the funds to instruction in academic and ELL classes, career advising and IET.

Budget Form: \$333,919 with \$638,686 match

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 2/4/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

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\*\*\*\*\*

Positive (P) Negative (N) Question (Q) Interesting (I)

**Individual Evaluator Comments:**

**Proposal Contents:**

Overview: Strong overview, works with six communities in Maine with further outreach to central and northern somerset county (P); Projects in Strategic Planning and Online HiSET orientation (P); Working on digital tools to enhance orientation processes, capturing individuals who have been unable to participate (P)

Project: Strong data, exceeding targets for MSG and data match rate (P); Post test rate met last year (P); Second in the state for number Of HS credentials awarded (P); Focus groups helped to improve retention and re-engaging learners (P) High poverty rate and unemployment rate – good use of regional data including PIAAC (P); Also serving individuals with disabilities, rural populations and increasing MLL population. (P) Strong partnerships with Catholic charities, Goodwill, MCA, EMDC (P); Highly qualified and trained instructors to accommodate learning styles (P) Use of ILPs from K-12 when possible (P); Literacy volunteers an important partner (P); ML – spike in population in more rural areas (I) MSAD54 class accessible across the hub for MLLs (P) IET – 3 IETs (CNA, CCMA, Culinary Arts); Alignment with CWM workforce plan (P) Priorities addressed (Communication, Collaboration, Developing a pipeline, demand-driven training, stackable industry programs); Alignment with CCRS (P) Culture of inclusivity and camaraderie (P) Training and PD key to success (P); Digital literacy at the forefront (P) Goal to make online offerings more available (P) Broadband access still an issue but improving (P); Branding Hub4 to create greater awareness of programs (P); Data – training and clear process, audits and data review, real-time monitoring (P); Data used as a catalyst for improvement (P)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 2/4/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

Priority points

Serving Multilingual learners – MSAD54 class access to all

Equitable service delivery across rural counties

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions. 3 IETs

Appendix H: Program Schedule and Alignment (2 tabs) -

48 classes + 3 IETs

Appendix I: Qualifications of Personnel – 13 staff, highly qualified

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

\$144,879 FY25 \$149,123 FY26. (\$128,186 and \$131,850 match)

One of only two hubs that meet msg and data match.

Budget Form:

Primarily instruction (\$129,929)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools

**DATE:** 4/3/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

Overview: Ten adult ed programs in 26 cities/towns. Leveraging each communities strengths (P); Significant number of immigrants; Projects include the HiSET/HSD success story (P); Workforce development in the healthcare field (P) MLLs moving to other areas so ELA shifting to whole hub has helped deepen hub connections (P); Hub focus on priority areas for workforce training in Healthcare (CCMA, CNA, Phlebotomy, CRMA), CDL, Hospitality and Renewable Energy (P). Good descriptions of each program with strong supportive data (P)

Project: Demonstrated effectiveness – Performance measures not met (N); enrollment growth exceeded (10%) and should meet 5% for FY25 and FY26 (P) Post test rate improving (56-68%); MSGs 28-32% “room for improvement”; Data match challenges with lack of SSNs (N); Individuals most in need – MLL, 86% of participants ELL. Increased evidence for need with waitlists, particular need for low literacy levels (P) Digital literacy focus (P); Flexible services – ILPs to establish goals, needs, barriers (P); Transport one of the biggest barriers, strategy to offer classes in shelters, hotels, local housing where learners are (P) Increasing demand for remote courses (P) Expansion of partnerships with employers (P). ELA programs – Good use of regional data (P) Emphasis on contextualized education aligned with CCRS, civics classes (P); IET – Thirteen IETs with examples provided (P); Workforce plan – Working closely with CCWI (P); Flexibility and accessibility of classes with highly qualified instructors (P) High quality PD vital (P);

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools

**DATE:** 4/3/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

Usage of technology – remote learning, use of digital tools such as Northstar and Hiset academy, training teachers to be more digitally literate (P); Data – Standard best practices used, establishment of Professional learning communities (PLCs), Professional development is key, collectively committed to data improvement (P)

Priority points

Serving Multilingual learners Y

Equitable service delivery across rural counties. Data? Digital equity?

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions. Y

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget

\$336,849 annually. \$1,083,914 local funds.

56% instruction, 20% advising, 12.5% materials, 13 IETs primarily funded with local share and employer support.

Admin costs exceed the 5% limit ("necessary in order to meet the program and performance goals"). Calculated 6.3%.

"Salary and benefits for clerical support. Clerical support is an administrative cost and must be included in the 5% limit on administrative costs. Special Rule for Local Administration Costs Limits (refer to WIOA §233)—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(s), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes."

Equity focus for budget (P)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/8/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

Overview: Focus on the experience within RSU 25 (P); Example of 1) past experiences with AEFLA 2) MJRP SMW grant; Hub 1 two counties with seven adult ed programs (Q) I). Five programs applying that will serve the whole area (I); Strong collaboration (P) Good overview of programs that represent the Hub (P)

Project: Strong and clear data showcasing **past effectiveness** (P) Piloting additional data points to capture gains not captured in NRS (I); PD, instructional, curriculum and data review routines to be enacted (P); Geographical and funding challenges for lowest level learners (I); Use of volunteers with online curriculum (P); Not enough funds to support incarcerated individuals. **Most in Need** – Word of mouth recruitment and referrals (P) Regional involvement in the community (P) Marketing through print and email (P) Flexibility in approach, meeting learners where they are (P); **Services** – Flexible schedules (P) Collaborative case management with partners (P); Accommodation and screening for disabilities (P); Training of staff is key (P) **ML population** – Anticipate growth in ELA services; Data is not available for numbers but growth is happening in school districts (I) Strong relationships with school districts, DOL and employer partners (P); **IET** – One IET (CMAA), two new (CNA-Plus and CCMA) (P); Aligned with workboard plan and designed with industry partners (P); Partner roles and responsibilities outlined (P); **Workforce plan** – NWDB, focus on tech and healthcare, one program developing a construction certification (P) Good range of partners and employers listed (P);

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/8/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

**Qualifications** – 12 FT, 4 PT, 5 FT Admins; Instruction aligns with CCRS, ELPS, TSTM, Northstar standards (P); Staff meets/exceeds experience needed with appropriate certifications (P) Staff involvement in state level leadership settings (P);

**Technology/Systems** - High quality digital programs vital for rural nature of the hub (P); Broadband access challenges (N) Each program has an instructor specialized in technology (P); Digital literacy and equity focus (P); **Data** – Regular PD (P); Reviewing data review routines, standing topic on weekly staff meetings (P)

Priority points

Serving Multilingual learners

Equitable service delivery across rural counties

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget:

\$94,821 (FY25) \$101,602 (FY26)

88% for instruction/advising

\$47,660 share. IET paid from non-AEFLA

Admin: \$1000

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU 39

**DATE:** 4/9/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

Overview: Five adult ed programs. 6,800 square mile rural area. Long practice of working collaboratively sharing instructors and resources (P); Projects 1) Career focused research project (P) ABE program in partnership with Personal Services of Aroostook (P) Good overview of AE providers (P).

Project: **Demonstrated effectiveness** – Meeting or exceeding state targets (P); Benchmarks a priority, using data to make further improvements (P); **Individuals most in need** – Focus on clients with special needs, engaging community partners, highly qualified staff (P); **Flexible Services** – Flexible ILPs to support and motivate (P); Referral agencies working in tandem to provide consistency and customization (P); **ML Population** – Large french speaking population, priority areas spelled out (P); **IET** – Healthcare and Social Assistance number one sector, good use of data (I); CNA a focus of IET with a wide variety of employer partners, working on others in Phlebotomy, Medical assisting and driver programming (P); **Workforce plan** – AE Director on the board of NWDB, attendance at quarterly meetings and active in governance and program planning (P) **Instruction and staff** – Learner-centered, blended learning, focus on CCRS integration (P); Regional certified applicant pool (P); Staff PD a priority (P); **Technology and Digital Literacy** – Policies aligned with distance learning plan (P); Good use of local data and strategy (P); Usage of a wide variety of digital platforms (P); Digital literacy an integral part of programming (P); **Data** – Bi-monthly data office hours and state training

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**BIDDER NAME:** RSU 39

**DATE:** 4/9/24

**EVALUATOR NAME:** David McDonough

**EVALUATOR DEPARTMENT:** EDUCATION

(P); Using data to inform outreach and analysis of data to improve processes (P);  
Meeting and often surpassing state goals (P);

Priority points

Serving Multilingual learners – Y

Equitable service delivery across rural counties - Y

Integrated Education and Training allowing MSG's based on academic and occupational learning progress and completions Y but missing appendix

Appendix H: Program Schedule and Alignment (2 tabs) -

Missing

Appendix I: Qualifications of Personnel –

Missing

**Budget Proposal:**

Budget:

\$120,323 requested. (\$80,628 instruction, \$21,943 advising)

Blend and braid funding through combined programs (nearly 2 million total)

\$240,287 local share

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**Organization overview**

Strong history providing AE services- no specific examples given – 1 example CNA – not specific programming- not described as a project.

**Proposed project**

**Demonstrated Past Effectiveness-**

P-good data provided- also strong strategies to improve performance metrics- strategy for winter 2024 – re-entrance survey – implemented across the Hub in 2025

P- moving to managed enrollment.

Q/N- very few enrollments/ gains at Kennebec friends and Maranacook (4 people )

I-High number of employed people in region but high number of long- term unemployed.

P- Kennebec County resource Map – bridge to self- sufficiency tool –

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

strong list of partners- warm hand off policies

**Q-** would be good to have some data on the number of referrals etc.

**P-** goal of increasing WF credentials- based on data

**P-** equitable access through different modalities- face to face and hybrid-and physical locations in smaller rural communities (where?) as well as two large service centers (Waterville/Augusta)

**P-** allows for cross enrollment across the Hub-

**N/Q-** what about translated materials?

**P-** minimum if Bachelor's degree for teachers -All instructors are certified

**P-** reimbursement for PD-

**P-** advisors meet monthly

**P-**Directors meet monthly to check in and evaluate data

**N-**GEPA- no steps outlined here?

**Competitive Priority Areas**

**MLL-**

- **P** uses data from Office of Maine Refugee Services- adjusted ESOL classes and increased Civics and WorkReadiness for MLL's
- **P** Leverage MLL network to reach refugee and immigrant communities.
- **P-** good data- Waterville/Augusta are among the top 11 communities resettling in Maine in FY 23
- **q-** while there is data on growing number of MLL's no info is provided on the services they need most.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

- **Q-** preparing immigrants for naturalization- is this a need in the area?
- **P-** specialized ILAP for MLL-s for career and post-secondary advising?-Q\_ Is this a need for this population?
- **P-** encourage MLL's to enroll in MCCA- support with MJRP coordinator/navigator positions- partnership with Kennebec's Sheriff's Department

**Digital Equity-**

- **P-** Data shared- 11% of learners do not have internet at home?
- **N-** strategy to address this?
- **P-** alignment to KC Digital Equity Plan- example?

**IET-**

- **P-CCMA IET-** partnership with Maine General – IET includes all 3 elements, and an occupational skills exam-
- **N-** where is the data supporting the need for this IET? Our CCMA program with
- **P-MaineGeneral** has had a positive impact on the CCMA shortage with a 90% retention rate after 1 year of employment.
- **N-IET-** is missing some components

Appendix H: Program Schedule and Alignment (2 tabs) –

**N-** IET is incomplete

Appendix I: Qualifications of Personnel –

**Budget Proposal (25 points available):**

Appendix J: Cost Proposal Form-

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**Q-** IET instruction should be included in IET section? CDL?

Budget Narrative:

**P-** trying to reduce duplication.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Info and Overview**

- P- strong history of AE services
- N- open enrollment courses
- P- students demonstrate digital literacy through an assessment.
- P- WF courses aligned to NEDB priorities.
- N- example- 1 example is older

**Proposed Project**

*Demonstrated Past Effectiveness*

- P-strategies to improve post-test rate
- P- identified strengths- well trained staff, flexible modalities to address barriers, open enrollment (?) – could be tied to low MSG's , case management system- follow up calls to stop outs, connections to community resources
- P- identified challenges and strategies- stop outs/utilize alert in MaineSTARS, intensity of instruction/distance-blended learning, sharing of teachers across the Hub, follow up tracking/have students provide 3 contacts

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Bangor School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

p- good alignment to board priority areas

p- Intake etc. is comprehensive

p- good strategies to eliminate traditional barriers (childcare, transportation )

p- good strategies for supporting learners with physical, emotional and learning disabilities

Q- mention of meeting with Pupil Evaluation Team- is this true for all programs in Hub?

Q- special Ed services to 22- not 20

### **Competitive Priority Areas**

#### **MLL's-**

p- regional data specific to population

p- project at Penobscot Jobs corps-p- addresses recruitment and retention- they are a captive audience

N- missing connection to data –“most of our MLL's already have their hsc”-

Q- why are they enrolled at PJC to earn their HSC- why not translate/evaluate credential?

P- inclusion of civics in HSC social studies

N- missing a strategy that increases access for ML's by addressing a current barrier- or is this NMRC

### **Digital Equity**

n- no data for the area

n- no strategies based on data

n- no partnerships that support access

p- strategies to address digital literacy and access

#### **IET-**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Bangor School Department

**DATE:** 3/15/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**Q-** this is the IET funded through IELCE- is that ok?

*Alignment to local WF plans OSP responsibilities.*

- **Q-** *Today's Teller- still happening in Hub 3? This is an IET?*
- **P-** *good alignment- clear strategies to align*
- **P-** *Opportunity Ready micro-credential*
- **Q-** *why isn't this offered to MLL's – could be an IELCE*
- **Q-** *data on how many have completed IC3/Opportunity ready?*
- **Q-** *why isn't IC3 listed under Digital Literacy*

*Instruction*

- **P-** *all teachers are certified*
- **P-** *Standards aligned classes/materials*

*Data*

- **Q-** *each program has a systematic approach- are they aligned/standardized?*
- **P-** *quality control – randomly pull 5 files*
- **Q-** *unclear whether all practices are Hub wide*

Appendix H: Program Schedule and Alignment (2 tabs) –

- **N-** *didn't include all of the components for IET*

Appendix I: Qualifications of Personnel –

- **Q-** *Nate Burger- why so much of his salary paid for by AEFLA?*
- **Q-** *Advisor- Bethany Smith- what qualifications? Jessica Johnson- Advisor? Pam Lagross- Advisor- no years of experience or certifications*

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

- Q-IET and IELCE IET- appear to be the same
- P-Funding proposes to keep existing programming in place
- Q-Pays salary of ELA teacher (supplement not supplant- what does SMW pay for?)
- 

Budget Form:

- Q- should intake advising be less than technology?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/18/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Info and Overview**

- **N-** examples given seem to serve very small number of participants – 1 to 2 students for ELA/ABE collaboration
- **N-** no data given for projects (Merrymeeting MLL's)

**Proposed Project**

*Demonstrated Past effectiveness.*

**N-** strategy for improving MSG's EFL- state that CASAS is not aligned to CCRS

**p-** strategy-require all teachers to attend DOE TopsPro training- use Hub 7 PLC

**p-**strategy increase awareness and use of Essential Education's GOALS

**Q-** CASAS listening- can be used to record a EFL gain?

**p-** creation of new Hub Data group

**Q-** state working with incarcerated individuals effects data match- how many NRS enrollments are justice involved?

*Concentrate services*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/18/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

- P- Targeted outreach -translated cards for MLL's
- P- adult ed staff have backgrounds in special ed
- P- referrals for those who need supports.
- P- collabs with schools and partner organizations

**Priority Areas:**

**MLL-**

P- provided regional data

P-Teaching and intake at housing – wait list, managed enrollment

Q-increase at Merrymeeting AE- classes match increase (past) what about future focus?

N/Q- largest increase is in Waldo/Knox county- how is programming happening there?

**Digital Equity-**

N- no regional data provided

N- strategies based on data (since no data provided.)

P- Strategies to address digital equity (access and literacy)

**IET**

Q-- don't see info on concurrent, contextualized SSLO's \ score?

P- leads to an Occupational Exam

P- Partnerships and pathways to further education, training and/or employment

WIOA Alignment OSO responsibilities

P- satellite locations to reach those in rural areas far from services

P- support services provider list

Instruction

Q- example of curriculum mapping?

N- not much info on research based practices

N- no example of targeted recruitment strategy

Data

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/18/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

- p- creation of a Hub Data Improvement Committee
- p- develop standardized data collection protocols and train staff
- p- analyze data for successes and barriers and inform practice

Appendix H: Program Schedule and Alignment (2 tabs) –

N/Q- appendix H states reading as academic portion of IET but narrative says Math

Appendix I: Qualifications of Personnel –

Q- Majority of instructors are full time? (38-40 weeks/year)

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Q- need to hire numerous part-time instructors?

P- sharing an advisor to work across the Hub

Q- why not the same for instructors?

P- bulk purchasing and sharing of LMS

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Info and Overview**

**Q-**do they serve 180,000 or could potentially serve 180,000

**N-** gave examples but no specific information on number enrolled or outcomes

*Demonstrated Past Effectiveness*

**N-** no specific strategies listed to meet state performance targets for FY 24/25

Concentrate services

**P-** York County resource Map

**P-** examples of outreach- collab with career center leading to referrals, mailers

**P-** collab with public transportation

**P-** going into hotels to eliminate the need for transportation

**P-** partnership with York County Shelter program to provide services on site

**P-** SCAE childcare on site

**P-** mention of State Assessment policy and intake guidelines

**P-** painted a good picture of how each program handles this

**P-** NACE as an overflow program for MLL's

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**Priority Areas**

**MLL**

**P-** Regional data specific to this population.

**P-** At least one identified strategy based on the data. pooled resources- NACE as an overflow program – what does the data say about their needs?

**N-** no info/strategy on recruitment

**Digital Equity**

**N-** no regional data specific to educational needs -

**N-** no identified strategy based on data.

**P-** Strategies to address digital equity (access and literacy- )

**IET**

**Q-** unclear whether IET includes contextual and concurrent instruction and addresses local priorities as defined by data

**Q-** unclear whether there is a single set of learning objectives.

**N-** no mention of Occupational Exam -

**Q-** Partnerships and pathways to further education, training and/or employment were unclear.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

WIOA Alignment OSO responsibilities

Instruction

**N-** no mention of CCRS

**N-** no mention of intensity and quality of instruction leading to learning gains

**DATA-**

**P-** NACE uses a mixture of quantitative and qualitative data to improve programming

**P-** Testing and attendance data inform NACE standards of rigor and intensity. Anecdotal data about student experiences, especially barriers to access push NACE to consider new ways of offering programming.

**N/Q-** why isn't this Hub wide?

Appendix H: Program Schedule and Alignment (2 tabs) -

**N-** this doesn't show the parts of each IET- no SSLO

Appendix I: Qualifications of Personnel –

**P-** highly qualified teachers

**N-** why so many N/A?

**Budget Proposal**

Appendix J:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

Budget Narrative:

**P-** AEFLA is the means through which entry level literacy and numeracy services for individuals seeking a high school credential is provided- also used to serve MLL's

**Q/N-**High Program management ?

**Q/I** -A lot of money for IET's-

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Info and Overview**

P- strong description of services that meet the 13 AEFLA considerations.

P- good data related to services that are offered- HSC for example.

P- MOU for the Hub that outlines how they work together.

P- requirement for staff to participate in 12 hrs. of PD per year.

P- examples given of successful programming-PSS/ CNA, IT – provided data on completion etc.

*Demonstrated Past Effectiveness*

P- good data to support how they will reach the required enrollment increase

P- good references to strategies used (like ensuring all staff read the assessment guidelines) to increase post-test rate – and strategies to address how to manage post-test rates in the face of projected increase in enrollments.

I-PD for Data managers to ensure correct enrollment designations

P- good data and strategies provided for MSG as well with a note to the differences among levels etc.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

P- strong strategy for increasing data match

*Concentrate services*

P- strong data to determine need

Q- by July 1, 2025 all programs will be fully transitioned- we say they need to be transitioned by July 1, 2024

P- good use of digital literacy to increase access and intensity of service

P- strategy of bring services to most vulnerable/in need

P- data on services offered in the jails.

P- focused as a hub but also prioritize programming based on local data and needs – this is done through quarterly budget monitoring to decide on when /if adjustments need to be made

P- flexible schedules combo of managed and open enrollment

P- good example of barrier response- transportation

P- strong strategies to support learners with physical, emotional, social disabilities- including increased PD around these issues with MLL's

**Priority Areas**

**MLL**

P- Regional data specific to this population.

P- strategy based on the data. The IELCE SSLO- maximizing intensity of instruction – learners have a short window before they receive work authorization and have to start working

I- No strategy that includes details on recruitment and retention- may not be necessary

**Digital Equity**

N- no regional data specific to educational needs

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

P- Partnerships that support expanded access

P- Strategies to address digital equity (access and literacy- )

I-Hub 6 has made the decision not to offer distance education classes that have more than 50% asynchronous learning because they value relationships-

**IET**

P- includes contextual and concurrent instruction and addresses local priorities as defined by data

P- contains a single set of learning objectives

P- leads to an Occupational Exam

P- partnerships and pathways to further education, training and/or employment-

WIOA Alignment OSO responsibilities

P- responsibilities fulfilled

Instruction

P- experienced teachers and staff

Data

P- practices in place to ensure validity

Appendix H: Program Schedule and Alignment (2 tabs) –

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/28/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

N- 3 components of IET are not clearly defined

Appendix I: Qualifications of Personnel –

I/Q- instructors with certification had no years of experience listed.

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Q- IET costs – same as IELCE application?

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Info and Overview**

P- strong description of services that meet the 13 AEFLA considerations

P- example- focuses on collaboration as a Hub – strategic planning

N- no outcomes yet for this project

P- online HiSET orientation- data provided- reference to staff outcomes as well

P- example on Hub 4 collaborations were provided for all subcontractors/ consortium members-

*Demonstrated Past Effectiveness*

P- good data in meeting performance metrics

P- clear strategies to address challenges

*Concentrate services*

P- good data on educational & poverty levels

P- focus groups to look at specific populations/problems- lead to standardized ILP across the Hub.

P- example of helping participants enroll in MyChart- to fill telehealth need increase

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**Priority Areas**

**MLL**

P- Regional data specific to this population.

P- Yes- More funding for MLL's -Yes- 3 members of Hub will attend MLL institute

P- A strategy that includes details on recruitment and retention.

P- on line classes to increase access for ML's by addressing a current barrier.

**Digital Equity**

P- Regional data specific to educational needs

P- At least one identified strategy based on data

P- Partnerships that support expanded access

P- Strategies to address digital equity (access and literacy)

**IET**

P An IET that includes contextual and concurrent instruction and addresses local priorities as defined by data

P An IET that contains a single set of learning objectives.

P- leads to an Occupational Exam

P- Partnerships and pathways to further education, training and/or employment

WIOA Alignment OSO responsibilities-

p- clear outline of local plan key goals and strategies and Hub plans to address each

P- good examples of training responding to need- CDL

Instruction-

P- data on increase in instructional intensity

P- CCRS aligned curriculum

Q- are teachers trained ELPS (given increase in MLL's.)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

Data

P- good example of data -driven continuous improvement- retention and recruitment strategy

Appendix H: Program Schedule and Alignment (2 tabs) –

N- Components of IET are unclear

Appendix I: Qualifications of Personnel

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

P- funding focused on instruction/advising, supplies, professional development- strategic planning and OSO costs – increase to serve MLL's

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

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**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

No correctional education included

**General Info and Overview**

p- examples given-HiSET completion/ MA IET/Curious About College

I-1 example serves in school youth

*Demonstrated Past Effectiveness*

P- strategies listed to improve/met enrollment, MSG, and data match -including implementing MSG 5, creation of PLC's, researching how other states with large populations of MLL's get the data match

*Concentrate Services*

I-large increase in ML's – internal survey indicates that 8 of 10 programs have either reached capacity to serve MLL's or can only serve with additional funding and personnel- many waitlists exist across the Hub

P-meet regularly as a Hub to discuss how to increase capacity for MLL's- they refer to each other and 3 programs have pooled resources and advertised for a joint teaching position

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

P- Data on Dig Literacy – use of Northstar to assess- new programs in Hub integrating Northstar

p-Relationship between IET’s and the areas of need based on Data

P- focus on flexibility and accessibility

p-services begin with ILP to address goals, needs and barriers

P- 3 programs in Hub have staff with background in social work

P- Hub addresses barrier of transportation – but funding for this is limited , so also use satellite locations to mitigate barriers of transportation and childcare

P- remote courses and device loaner programs

I-proficiency based diploma program at LRFAE

P- courses at employers like IDEXX/Northern Light Mercy Hospital

**State Priority Areas**

**MLL**

P- Regional data specific to this population.

P- identified strategy based on the data with CAL on curriculum alignment to CCRS- good strategies to transition MLL’s to HiSET and Post-secondary- would have liked data on this need.

I- no strategy on recruitment and retention but may not be necessary

**Digital Equity**

N- no regional data specific to digital equity

N- no strategy based on data

P- Partnerships that support expanded access

P- Strategies to address digital equity (access and literacy)

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**IET**

P- includes contextual and concurrent instruction and addresses local priorities as defined by data

P- contains a single set of learning objectives.

P- leads to an Occupational Exam

P- partnerships and pathways to further education, training and/or employment - info on referring across the Hub – cross enrolling and promoting each other’s programs

*Alignment to WIOA and OSO responsibilities – good*

Q- examples of how the regional service strategies are being met across the Hub

*Instruction-*

p-addresses intensity of service through flexibility and accessibility

I-lack of jobs for full time instructors is a barrier to high quality instruction

p-trying to find ways to offer more full time jobs by combining roles, sharing instructors etc.

P-high number of Hub 8 instructors/staff serve on MDOE PD advisory board

*Data*

P-PLC for Data Entry staff

P-dedicating time at Hub meetings to review data

P-having approved IET’s to increase MSG’s

P-addresses the differences among programs but how that effects Hub as a whole

Appendix H: Program Schedule and Alignment (2 tabs) –

P-clear description if IET components

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**DATE:** 3/30/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

Appendix I: Qualifications of Personnel –

**P-** Highly qualified personnel

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

**I-** used a similar formula to DOE at the Hub level to determine allocations across the Hub.

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**Overview**

**P-** many examples of experience as a fiscal agent and AEFLA sub-recipient

**N-** would like data on success of Health Care example

**I-** 5 out of 7 AE programs in the areas are applying for AEFLA \$

**P-** Hub wide MOU

*Demonstrated past effectiveness*

**N-** no strategy listed to get Hub to Post- testing rate-

**I-** opportunity missed to talk about new MSG's (3,4 and 5)

**P-** weekly and monthly data reviews- shared across Hub

**N-** long list

*Concentrate services*

**P-** AEFLA \$ is used to support those with most barriers and lowest levels of education

**P-** Journey to Enrollment, Recruitment and Service Strategies

**N-** no data on results of recruitment efforts

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

P-Appreciative advising- plan to adopt Hub wide – Collaborative Response model

P- focus on corrections and connection to WIOA and local plan-

I-in overview section Hub lists the barriers/challenges that make it difficult to provide enough intensity of service to lead to gains- here they address many of those challenges

State Priorities

MLL

P-Regional data specific to this population

P- At least one identified strategy based on the data.

P-A strategy that includes details on recruitment and retention.

P- A strategy that increases access for ML's by addressing a current barrier.

IET

P-An IET that includes contextual and concurrent instruction and addresses local priorities as defined by data

P-An IET that contains a single set of learning objectives.

P-An IET that leads to an Occupational Exam

P- Partnerships and pathways to further education, training and/or employment -

Digital Equity

N- no regional data specific to educational needs

P- Partnerships that support expanded access

P- Strategies to address digital equity (access and literacy)

*WIOA and One Stop Operator responsibilities*

P-provided data on # of credentials in IT and HC (area priority industries)

P-Career infused courses

P-data on referrals to EMDC

N- no mention of IFA

*Instruction*

*Data*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

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**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

Appendix H: Program Schedule and Alignment (2 tabs)

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Q-Advising- WCAE- 50 hrs- less than 1 hour a week?

Budget Narrative:

Q-admin costs to WCAE?

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** (4/5/24)

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

\*\*\*\*\*

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**Individual Evaluator Comments:**

Positive (P) Negative (N) Question (Q) Interesting (I)

**Proposal Contents:**

Appendix E:

**General Information and Overview**

N- one program is between leadership

I-examples are innovative

N- how many students are being served?

*Past Effectiveness*

I-good info on intensity of services

*Concentrated Services*

P- strong intake practices that address goals, barriers etc.

**State Priorities**

**MLL**

P- Regional data specific to this population.

N- no strategy based on the data.

.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** (4/5/24)

**EVALUATOR NAME:** Megan Dichter

**EVALUATOR DEPARTMENT:** Department of Education

**Digital Equity**

P- Partnerships that support expanded access

P- Strategies to address digital equity (access and literacy)

**IET**

N-no Appendix H submitted so difficult to see pieces of IET

Appendix H: Program Schedule and Alignment (2 tabs) –

N- not submitted

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Q- MAEA membership paid by AEFLA?

Budget Narrative:

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** March 19, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

**Appendix E:**

Overview of the Organization:

Two examples of projects demonstrating experience and expertise in requested services:

- ABE programming
- High School Completion programming (HISSET and Diploma)
- Literacy and ESL Instruction
- Workforce Training and Retraining: Healthcare and Social Assistance, Retail Trade, Educational Services, Manufacturing, Accommodation and Food Services

MJRP Navigator focused on serving MLL

KACE CAN: Career Aspirations Network – strong relationships

Proposed Project

1. Steady increase in enrollment since 2020, with exception of 2022 due to personnel changes and no summer programming, due to AACE moving to new location.

Intentional analysis of why students were not sharing their social security number for data match led to targeted information sessions with clear script explaining how students' social security number would be used increased the overall percentage of students agreeing to the SSN release.

Moved from open enrollment to managed enrollment in High School diploma classes – better for students and teachers

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** March 19, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

In FY 25, hub will implement a “re-entrance survey” to learners who had previously enrolled but dropped out. This will help hubs identify barriers and develop strategies to mitigate them.

2. ALICE data combined with official poverty rate = 42% of households in Kennebec County  
30% people in H5 have bachelor’s degrees, 57.7% unemployment rate  
One third of learners served in KACE have a disability

Helpful tool: Kennebec County Resource Map and starting FY25: Bridge to Self-sufficiency tool

Strong relationships with referral partners, including local high schools to support disengaged secondary students

MLL: KACE data from Office of Maine Refugee Services and works closely with Capital Area New Mainers Project to identify needs and disseminate information about programming and services.

Increased ESOL academic classes, civics education and work readiness programs

Eight strategies identified to reach and serve learners most in need

3. KACE has high population of students with learning disabilities and mental health needs – staff has undergone NAMI training and some trained in TSTM- goal to increase # of staff trained with TSTM in FY25 and FY26.

Close work with special education departments of local high schools

Integrate learners 504 and IEPs when developing learners individual learning plans

Digital tools and flexible learning platforms

Multiple on-ramps and stackable programming

Kennebec Neighbors Adult Education and AACE meet learners’ needs (rural, some more intimate setting, others need more diverse programming –

4. Data from Office of Maine Refugee Services shows Waterville and Augusta among top 11 communities resettling refugees in FY23

# STATE OF MAINE INDIVIDUAL EVALUATION NOTES

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** March 19, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

KACE staff engaged in multiple MLL professional learning opportunities, including Maine DOE's Adult Education's Multilingual Summit

FY25: curriculum being piloted at MMRACE FY24: preparing immigrant for Naturalization with US Customs

Spring 2024: piloting specialized Individualized learning action plan for MLL

Strong collaboration with post-secondary partners – MJRP College and Career Success Coordinator supports learners' post sec plans

Brighter Futures day – first one in 2024 in conjunction with KVCC

Short and long-term career goals and supports, partnerships with local employers (specific example of Kennebec Sherrif's Department for learners interested in law enforcement)

Community-based Learning Initiative

Community meetings and dinners

## **Appendix H: Program Schedule and Alignment (2 tabs) –**

- Educational Programming:
  - Teacher Led
  - Most Face-to-Face, some Hybrid, one Distance
  
- IET Programming:
  - CCMA: Medical Assisting – w/Maine General
  - CDL Class B Truck Driving – W/MMTA

## **Appendix I: Qualifications of Personnel –**

10 staff, all except one named

**Budget Proposal:** \$122,799 in each year (FY25, FY26)

## **Appendix J: Cost Proposal Form-**

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** March 19, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

- Budget Narrative:
  - All alliance programs reviewed services provided to avoid redundancy, maximize use of grant funds
  - \$266,321.90 local in-kind funds

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** March 20, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

**Appendix E:**

**Section 1: General Information and Overview**

Two examples of projects demonstrating experience and expertise:

- Certified Medical Assistant Program: six cohorts have completed the program, all passed the exam, majority have obtained employment in healthcare.  
? How many students were in the cohorts?
  
- Comp TIA Fundamentals Training - partnered with EMDC and EMCC

**Section 2: Proposed Project**

Improvement in posttest rate, still below state target, proposed strategies to meet target include increasing locations, flexible schedules, hybrid instruction, text reminders.

Data match exceeded state target

Review data monthly, identify "stop-outs" reach out to student to offer support – relationship is key

Contextualized curriculum

Work with the CCSC to help AE students navigate the college enrollment process

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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Challenge in documenting employment or postsecondary enrollment as students move, change phone. Proposed strategy: as students to identify three names/contact numbers for next three years

Upskilling job seekers to meet employer need is a priority in the NWDB 21 – 25 strategic plan.

Prioritize working with growing MLL population (16 in FY23 to 77 in FY24). This work will be aided by establishing a New Mainer Resource Center/Coordinator (subgrantee under PAE)

Work with community partners for MLL wraparound services

Instructors meet students at various locations in Bangor to minimize attendance barriers

Civics education included (local, state, federal)

EnGEN software helpful for MLL – targets ELA contextually (specific occupations)

Soon to offer an IET with MLL Nursing students at EMCC

Working with students with disabilities:

Facilities ADA compliant

Accommodations for testing, instruction (1:1 as needed)

Work with secondary schools' office of special services for students with an IEP

Active participant working with WIOA partners to determine training needs/skills

Encourage increase of micro-credential and certification programs

Opportunity Ready

IC3 Digital Literacy

NorthStar Digital Literacy Assessment followed by asynchronous instruction

Additional digital training

Hub 3 is training partner for the Harold Alfond Center for the Advancement of Maine's Workforce through the MCCS system

Prefer to deliver instruction in-person, hybrid offered to accommodate learners.

Hub utilized summative and formative instruction

Staff recruitment and retention:

**STATE OF MAINE  
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Competitive pay and benefits

Professional growth

Data

Each program has one person responsible to oversee data

MaineStars Training

Monthly data reports shared with staff –

Quality control: random pull five students' monthly files to ensure paper version matches

MaineStars and each includes the required components

Data used as recruitment tool – promotes success

Data helpful to use with policy makers

Student graduation/pinning ceremonies

**Appendix H: Program Schedule and Alignment (2 tabs) -**

Education Programming and IET Programming - complete

**Appendix I: Qualifications of Personnel –**

12 Personnel – all but one identified

**Budget Proposal: \$276,706**

\$60,350 in-kind funds

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** April 1, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

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**Appendix E:**

Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Collaborative ABE and ELA work (RSU AE and MSCT) – referral and support process for Ss who wish to join a career credentialing program (CNA for example), but do not have the minimum required CASAS score for course acceptance.
- Digital Literacy Expansion: added Distance Learning Coordinator to support students accessing coursework remotely  
? How has the position impacted students
- IET and workforce training for MLL: Merrymeeting Community and Adult Ed has seen increase in new Mainers in hub. Wraparound supports from town of Brunswick, expanded ESOL program at MAE, many tiers of managed enrollment classes. Work with Maine Health to provide employment in entry-level positions, providing contextualized language training and career services.

Section 2: Proposed Project

Challenges meeting the four Maine Adult Education targets

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Strategies for improvement:

- Using results from CASAS, support teachers in how they can focus student learning across all curriculum areas
- Require all instructional staff to attend DOE training in TOPSpro/CASAS
- CASAS Goals Academy
- Pre/post test MLL in the Listening CASAS
- Require teachers to complete CCRS training to understand CASAS results and instruction
- Post-test at regular intervals throughout year to capture data for students who may abruptly leave program
- Create new Hub Data Improvement Group
- Data match challenges
  - Increased enrollment of MLL students, many do not have a SSN
  - Many students who are incarcerated choose not to sign data match
  - Strategy: explain to Ss their name is not attached to their SSN for data match.
- ? How is this different from what is already being done?

2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

- Targeted outreach - creating informational cards in 7 languages to invite MLL to classes
- Collaboration with community partners
- Adult learners will be determined most in need based on intake process and CASAS – develop ILP, needs assessment, monitoring

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

Flexibility and support: due to influx of MLL, Merrymeeting using a hybrid managed/open enrollment model.

Learning lab

Locations with offerings in close proximity to learners (libraries, other school districts)

Providing information that is easily accessible on cell phones (Remind, social media, calendly, bookings. Com)

Digitized coursework and activities

Handouts in multiple languages

Staff training:

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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- Hub 7 PLC, DOE trainings, internal (director and staff led)
- Using contextualized curriculum (high interest, best practice)
- Connecting students to learning opportunities offered at community events
- Career Advancement & Navigation specialist has been impactful - connecting students to resources to assist them in their career goals/journey. Example of student from Mexico prepping to open an ice-block factory in Waldo County to supply chefs/restaurants with ice blocks for carving.

### Specialized Instruction Strategies:

- Work with high school counselors, special education, organizations (NAMI)
- Many staff have background in SpEd
- Referrals to support services for Ss needing support beyond what program can offer

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

ELA programs – largest MLL is at MCAE – work with Immigrant Resource Center, Town of Brunswick, United Way, Brunswick SD, Brunswick Housing to create new housing in the Brunswick Landing area. In 23-24, over 90 new families moved to these units, with 20 more families expected to arrive this year.

MCAE: multiple sections of in-person and remote learning opportunities, tutors work with MLL using conversational lessons – based on feedback from MLL (more conversational English necessary for successful workplace experiences)

### Additional services:

- translation services (Merrymeeting's Academic Coordinator) and referrals to local Immigrant Resource Center.
- Field trips
- Intake process and advancement
- Credential evaluation
- Utilize traditional and digital resources:
- Venture Series, National Geographic NYT Learning Network
- Program staff share resources
- Staff participate in the DOE AE MLL Summit
- Civics education integrated in all levels of ELA

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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- Hands on CAN prep class – project provides opportunities for all partners to participate in cultural awareness training - respecting cultural norms

### 5. IET Programming:

CDL Class B license with passenger and school bus endorsements must attend an approved entry-level driver training (ELDT) program before they can apply for permits needed to learn to drive bus. Midcoast 7 is piloting an ELDT Class B with P/S endorsement – includes Math instruction integrated.

### 6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

- Contextualized literacy instruction – curriculum aligned to the targeted industries of manufacturing, construction, culinary arts, healthcare certification and CDL. Several existing employer relationships listed.
- Monthly meetings with one-stop partners
- At least one consortium member attends CCWB quarterly meetings
- Resources, updated information (new programs, initiatives, grants) shared via targeted modes of communication.
- Close working relationships with case managers at Career Centers and Workforce Solutions.
- Support for remote areas – make facilities available to Title I case managers and clients
- Multilingual Learners: contextualized ESOL instruction using Burlington English an EnGen.
- Career Navigator work with MLL on career plans, work plans, resume writing and interview skills.

### 7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

- Instructors complete required CCRS training
- Researched based instructional practices (scaffolding, differentiated instruction, hands-on learning, formative assessments)
- Measures of instructional success – formative and summative assessments, progress monitoring, learner feedback mechanisms
- Targeted recruitment strategies, supportive work environment, competitive benefits/compensation/professional growth, recognition of staff contributions and achievements

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- Support professional development, Hub PLC, state PLP and Schoology groups, PD expenses reimbursed or subsidized

8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

- Multiple applications, tech resources, platforms listed
- Distance Education: Google Classroom, Zoom, HISET Academy
- Update website to include content in native language of MLL – user friendly, multi-modal content delivery
- Digital Literacy assessment and integration

9. Accurate data

- Creating Hub 7 Data Improvement Committee with reps from each program that report or manage data through Maien STRS or other data gathering & reporting systems
- Develop standardized data collection protocols and procedures
- Monitor program performance: establish performance indicators (enrollment rates, retention rates, completion rates, skills gains, credential attainment, employment outcomes)
- Regular monitoring, ongoing data analysis
- Example of data utilization

Appendix H: Program Schedule and Alignment (2 tabs) –

- Could not access the Excel document

Appendix I: Qualifications of Personnel –

- Could not access the Excel document

**Budget Proposal:**

\$197,599.02 FY 25 Matching/in-kind funds: \$404,157 – distribution by category?

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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\$207,436.97 FY26 Matching/in-kind funds: \$424,365.08

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**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)**DATE:** April 2, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Maine DOE, Workforce Development and Innovative Pathways

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Appendix E:

Section 1: Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

Workforce offerings:

- CDL training program
- Rise Up Retail IET
- Northstar Digital Literacy IET: Biddeford AE and Marshwood AE
- Certified Nursing Assistant

Section 2: Proposed Project

1. Demonstrated Past Effectiveness

Enrollment grew 26% FY22 to FY23

Drop of est. 20% for data match FY22 – FY23, influx of New Mainers, many did not have SSN

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

- Hub works with local agencies on outreach to target populations
- York County Resource Map for easy access to supportive services for at-risk populations
- Transportation is barrier hub-wide,
- Free bus passes, OOB, limited period of time
- Teachers work in hotels housing New Mainers
- Local ride sharing services
- York County Shelter Program – on site learning and workforce counseling services for unhoused community
- Lack of childcare another barrier
- Sanford has on-site childcare option for learners

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

- Programs ADA compliant
- Visual modifications (large print, Braille, audio recordings)
- SCAE planning trauma-informed professional learning and working with partners to facilitate transitions to employment job training and placement services for learners with disabilities

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to high school completion, postsecondary training, and unsubsidized employment.

- Regional data mirrors state data of MLL population 157 MLL in FY21, 173 in FY22, 420 in FY23
- BAE and OOB/Saco partnered with National Digital Equity Center and parent orgs to provide hotspots to potential MLLs
- Online MLL and Civics programming as needed
- Citizenship tutoring/classes for New Mainer population

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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5. IET Programming:

- NorthStar Digital Literacy
- Rise Up
- CDL

6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

- Hub programs partner with Goodwill of Northern New England (workforce retraining), Maine Job Link
- Hub 9 representative is an official liaison of Coastal County WF Board
- ? How are activities aligned with the strategies and goals of WF board?

7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

- Instructors have quantifiable history of providing instruction
- Programs staffed with individuals within and outside of field of education
- Recruitment: traditional, education-centered job boards social media, IHE,
- Retention: competitive compensation, autonomy, professional development support (COABE, MAEA)

8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

- Increased competency with technology (due to Pandemic), use of tech/virtual platforms still happening
- Online learning platforms for MLLs and HSDHSE allow for high -quality instruction asynchronously
- Emphasis and support with digital literacy

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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9. Accurate data

- MaineSTARS used throughout hub (state required data management system)
- Appreciative approach to data analysis
- MaineSTARS Quantitative data starting point for data analysis, this information then used to inform qualitative data review at the program level – process done quarterly

**Budget Proposal:**

- FY25: 142,688 Match: \$189,533
- FY26: 148,213 Match: \$189,533

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** April 2, 2024

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1: Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Pre-apprenticeship healthcare pathway: Certified Nursing Assistant and Personal Support Specialist
- Applied Technology in the Workplace

Section 2: Proposed Project

1. Demonstrated Past Effectiveness

- 50% rise in MLL population between FY22 and FY23
- Significant increase in enrollments of high school age students in several programs
- Post-test Rates improved from 56% - 67% from FY22 to FY23 (state target 60%)

2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

- Regional data provided - source: American Community Survey

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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- High school completion is an ongoing priority, in the last two years, Hub 6 graduated 277 students from HS programming
- Unemployed and low-income residents make up high percentage of learners – one strategy to expand services to these learners is to increase digital literacy skills.
- Hub will explore ways to bring educational services to most vulnerable learners, including holding classes at housing units, faith-based orgs, CBOs and local employers.
- Hub provides services to learners who are incarcerated (Androscoggin County Jail and Oxford County Jail)

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

- 10% of learners in Hub self-report having some kind of disability
- Hub works with special education staff in local districts (IEP and 504 plans) to support learners
- Relevant assistive devices provided
- Increase differentiation for learners
- Work with agencies such as: Vocational Rehab, EMCD
- Strong examples of professional support

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

- Regional data provided
- Hub offers three distinct ELA models to meet needs of learners
- All programs in Hub provide small group, individual, and supplemental conversation classes
- Professional Development, including Maine DOE MLL Summer Institute
- All programs include direct instruction in civics education
- Access to New Mainer Resource Center for credential translation and evaluation, career planning

5. IET Programming:

- Applied Technology in the Workplace

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

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- IET aligns with needs identified in the State of Maine Unified Plan
- New IET: Hospitality, Customer Service and Culinary IET (industry identified in the CWMWDB's strategic plan)
- Work with team of stakeholders in Hub

6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

- CWMWDB's goal: improve digital literacy skills, Hub will continue the "Applied Technology in the Workplace" to support this goal
- Hub has strong relationships with One-stop partners in region, including FedCap and EMDC
- Identified strategy to improve communication and increase referrals in Hub
- Detailed offerings to ensure learners have necessary skills to compete in job market
- Detailed list of demographic identified by CWMWDB to bring into the workforce

7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

- Hub integrates MLR, CCRS and ELPS in curriculum
- In 2019 several hub staff participated in the ELPS Instructional Leadership Workgroup and shared learnings with hub
- During FY25, Hub will align existing curriculum to the new CASAS assessments
- Continue to recruit through various methods
- Programs partner with each other to create positions serving multiple regions
- Deliberate focus on fostering culture of collaboration, inclusivity, and open communication

8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

- Blended and hybrid learning models
- Hub 6 not to offer classes that include more than 50% asynchronous distance learning – value power of relationships, personal interaction and formative assessments.

**STATE OF MAINE  
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- Northstar Digital Literacy Assessment
- Burlington English
- EnGEN
- Hub 6 representation on regional broadband coalitions – support digital equity and broadband infrastructure
- 

9. Accurate data

- Hub uses state DMS: MaineSTARS
- Attend Maine DOE AE data office hours
- Plan to have staff participate in new data basics courses
- Data to be a standing item at the Hub Director meetings
- Two examples of how hub uses data to improve performance, increase recruitment and retention (HiSET score data and MSG data) included

**Budget:**

FY25: \$333,919.00 Match: \$638,686.00

FY26: \$333,919.00 Match: \$638,686.00

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** April 3, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** DOE, Workforce Development and Innovative Pathways

\*\*\*\*\*

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Strategic planning w/consultant resulting in three goals  
This is planning for future expertise and experiences
- Online HiSET orientation -allows for expanded service to learners facing transportation, childcare, other barriers. 2023 had 31 graduates, half of whom were online learners.

Section 2: Proposed Project

1. Demonstrated past effectiveness:

One of two hubs that met the MSG and data match targets for the past four years.

FY23 met the targeted post-test rate

Second in state for average # of credentials awarded (18 per program)

Focus Groups (PLC) on topics: critical thinking, marketing, and data

Data group has identified avg number of hours for CASAS Level 3 or 4 needs 23 hours of math instructional hours to pass math HiSET

Improving student enrollment and retention: common tracking system, common strategies and protocols to reengage learners

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2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

Data provided on poverty rate, literacy rate, high school graduation rate to identify those most in need of services.

Hub created “focus groups” for monthly meetings to identify objectives that would benefit students  
Through this collaboration, Hub now has standardized ILP documents utilized uniformly throughout the hub

Maine Connectivity Authority and increased access to telehealth for adult learners

Work with EMDC, KVCC. Literacy Volunteers, Career Center provides support for identified services needed

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

All facilities ADA compliant

Highly qualified instructors –

Spruce Mountain AE attended trauma-informed care and mental health first aid training

Several hub instructors attending COABE - will share resources and learnings to build on current best practices

Utilize special services within school districts

HISSET testing accommodations

Work with many partners, including Community Connect, real-life knowledge, examples include: becoming first time voter, signing up for telehealth services, developing grocery budgets

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

Several examples of data, including regional

MSAD 54 ESOL class offered hub-wide – increased participation

Lawrence AE courses:

Facilitating Bilingual Communication in Our Community

Prepare to Take the Driver’s Test in Spanish

HUB: Prepare for the Citizenship Test” course

Example of student from Philippines – pathway from English acquisition to citizenship – now working with CCSC to enroll in phlebotomy certificate program at KVCC

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At least 3 instructors will attend the MDOE MLL Summit at Sugarloaf summer of 2024

5. IET Programming:

Three IET programs:

MSAD 54: CAN

Spruce Mountain: Certified Clinical Medical Assisting and Culinary Arts

Math, reading, vocabulary, communication skills integrated

Employability skills

Ongoing monitoring of program and student outcomes

6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

Activities align with goals of the CWMWDB Strategic plan – will include both academic and employability skills

Hub 4 directors participate in quarterly board meetings

Data cited shows many residents in H4 have some college with no degree – many community members who would benefit from further education and training

Resources to assist include: O\*Net, WOWI and CASAS testing,

Learners w/disabilities work with Vocational Rehabilitation Services

CDL B and CDL A trainings cited as examples of “demand-driven training opportunities”

Earn while you learn trainings (CAN, CCMA)

7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

Hub has strong data re: instructional intensity

Curriculum aligned to CCRS

Focus groups working to strengthen curriculum

Educator recruitment and retention:

Strong culture if inclusivity

Training and PD, including two hubs collaborating to ensure their shared corrections educator receives support and training

**STATE OF MAINE  
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8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

Distance education practices, hybrid, remote classes

Northstar Digital Literacy Assessment

Individualized and responsive 1:1 tech support for learners

Laptops/tablets to loan to learners

Connectivity data, although still a need, due to a \$12M investment from TDS and Consolidated , broadband widely accessible in Franklin County – prior to 2023, access was 35%, now it is estimated that 85% have access.

The “Tech Spot” being replicated in other location in Hub

Expand online offerings across Hub – all programs committed to purchase Engenuity seats

9. Accurate data

Data audits

Staff training – mandatory MaineSTARS, CASAS

MaineSTARS group – at least one member from each program in Hub

Real-time monitoring

Hub using data as catalyst for continuous improvement, data group PD book study, “The Six Anchors for Student Retention”

**Budget Proposal:**

FY25: \$144,879 in kind: \$128,186.42

FY26: \$149,123 in kind: \$131,850.76

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** April 1, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Maine DOE, Workforce Development and Innovative Pathways

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Appendix E:

Section 1: Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Collaborative HiSET and High School Diploma programming
- Workforce Development for Healthcare Field

Section 2: Proposed Project

1. Demonstrated Past Effectiveness

- Marked increase in MLL enrollments, leading to Westbrook and South Portland hiring FT Directors and increasing program capacity
- Between Jan 2023 and Mar 2023, 1,000 asylum seekers arrived in Cumberland County
- Hub programs created English language classes in restaurants, hotel conf rooms and hotel guestrooms
- Due to housing shortage in greater Portland, shelter closings, and growing waitlist for PAE English language acquisition programming, many asylum seekers are relocating to more rural parts of Cumberland County
- Hub enrollments increasing – meeting enrollment targets

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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- MSG improvements -still shy of state target of 42% (FY22 28%, FY23 32%)
- Post test rates above state target 68% FY23 - up from 56% FY22 (state target is 60%). PAE hired staff specifically for pre and post test admin, and other large programs schedule posttests throughout the year to capture learner gains.
- Program Hub has 5 PLCs
- Data match is challenge - hub reaching out to other states with high MLL population achieve data matches
- 38% of students seeking postsecondary education or training in FY2023, this is up from 19% in FY22.

2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

- One of greatest areas of need in AE is providing services to Miane's MLL population
- Regional data provided
- Three programs have pooled resources and advertised for joint teaching position, hoping to increase capacity in programs
- Digital literacy another area of need
- Program digital literacy assessment: Northstar Digital Literacy Assessment
- Data from American Community Survey shows top industry need in Cumberland county and IET programing in Hub 8 is aligned

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

- Individual learning plans
- Staff have training in social work
- PAE has FT social worker on staff
- Transportation is barrier – Hub supports include bus passes, satellite classes, providing classes at shelters, hotels and housing agencies
- Programs work with agencies and organizations for support services
- One program has adopted proficiency-based model for diploma program, proposing to hire a Program Coordinator to expand this work
- Partnerships with IDEXX and Northern Mercy Light (ELA and digital skills courses on site)

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4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

- Regional data provided
- Hub's ELA curriculum has benchmarks aligned with CCRS
- Civics class lessons, mock elections, guest speakers (League of Women Voters), citizenship classes
- Support from CCSC at SMCC
- Sector based-training for MLL: English for Job Prep and Customer Service, Bridge to Healthcare Careers
- IET programs

5. IET Programming:

- Hub cross-enrolls learners who face barriers
- Coordination with local workforce boards
- Hub members coordinate regularly with local business advisory boards, Chamber of Commerce, Goodwill Solutions
- High growth sectors: healthcare, banking and finance, transportation, education, and renewable energy
- Hub has two healthcare IETs: MLL CAN and CCMA
- Transportation IET: CDL and Permit Prep
- Renewable Energy Careers pre-apprenticeship program with Revision Energy

6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

- Coastal Counties Workforce Board industry sectors and work of Hub 8 in alignment
- Two current AE Directors have served on CCWI's BOD

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7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

- Programs provide interpretation and language support for MLL
- Hub employs qualified instructors, instructional materials aligned with CCRS and ELPS
- Provide instructors with high quality professional learning (Maine DOE Adult Ed MLL Summit)
- Five PLCs within hub
- 37 full and part-time employees

8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

- Remote learning opportunities, synchronous and asynchronous
- HiSET Academy
- EnGen
- Burlington English
- Northstar Digital Literacy Assessments
- Embed digital literacy standards into teaching

9. Accurate data

- All 10 programs in hub use MaineSTARS, state-approved DMS
- PLC for staff whose role includes admin work
- Hub directors meet monthly, will dedicate time quarterly to review data
- More deliberate use and sharing of data relating to waitlists (learners not being served) to gain greater understanding of how to better serve these learners

Budget Proposal:

FY25: \$336,849 match: \$1,083,914.08

FY26: \$336,849 match: \$1,083,914.08

Admin costs exceed 5%

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** April 1, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Workforce Development and Innovative Pathways

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Appendix E:

Section 1: Section 1: Overview of the Organization

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Twenty years successful serving as fiscal agent for prior AEFLA awards  
? example of a project
  
- MJRP SMW grant fiscal agent in partnership with RSU 24 AE and Ellsworth ACE. The SMW work built on work started with a WIG (Workforce Innovation Grant) to provide healthcare training. Program has expanded beyond the initial three programs to include training in Hancock and Washington Counties.

Section 2: Proposed Project

1. Past Effectiveness

30% growth rate in FY23 (FY 22 enrollment 122 increased to 193 in FY23)

MSGR of 50% in FY22 and 59% in FY23 exceeded state requirement of 42%

Post-test rate improving, short of state requirement of 60%

Appreciative Advising Model - positive impact (free community college, low-cost training programs)

contribute to student perseverance

Support from CCSC

# STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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**BIDDER NAME:** Regional School Unit 25

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- In FY25, H1 will pilot implementing more data points which are not in NRS, but are student growth points (credits toward diploma, HiSET tests, drivers license, job interview, internship, workforce training certificate) will provide learners with sense of accomplishment and demonstrate success to stakeholders.
- Hub lacks funding for intensity of instruction required to meet the Maine AE targets for lowest level learners. Large geographic area contributes to challenges of transportation, childcare, and broadband. Hub utilizes trained volunteers offering services in person and online.
- Hub member serving on city task force to address childcare issues and is developing/piloting an ECE micro-credential
- Hub partnering with local and state municipal orgs to address broadband challenges
- Hub has two counties with different funding structures – leads to disparity in services; hub working to loan devices, shore up broadband, and offer remote instruction to learners in Washington County.

2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

- EFL 1 – 4 learners funded with AEFLA funds. Additional funds include local share, state subsidy, private grants, targeted grants (MCCA and SMW), enrichment revenue and employer-funded projects
- Recruitment: word of mouth, importance of relationships, community engagement, print catalogs, holding intakes at social service orgs, food pantries, homeless shelters, organizations serving disabled people, libraries, schools, and affordable housing locations.
- In FY 25, Hub 1 Prof Dev Coords will lead PD using Journey to Enrollment – this resource provides comprehensive process
- Hub 1 doing a comprehensive needs assessment?
- Identifying learners most in need – comprehensive orientation, ABE assessment, EFL -CASAS, level of digital literacy, barriers to employment, MLL lacking credentials/sufficient English
- Study group to explore using Appreciative Advising throughout whole region
- Weekly conferences using the Collaborative Response Model
- Work with two correctional facilities: Hancock County Jail and Downeast Correctional Facility. Priority is to help learners earn high school degree (many incarcerated learners next step is to be transferred to state facility – where learners may take college-level courses), career planning, and to coordinate with social services to provide recovery support groups as needed.

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

- Variety of classes to meet different learners needs: hybrid, in-person, managed enrollment, remote, open enrollment, learning labs, individualized instruction
- Collaborate with students' support service case managers
- MTSS – example of student utilizing Downeast Community Partner Transportation
- Facilities ADA accessible
- Many examples of accommodations to meet learners' needs
- Staff PD in trainings (sexual harassment, mental health, LGBTQ+ - NAMI and Out Maine)
- Regular attendance at One Stop Partner meetings and NWDB meetings
- Downeast Ed and Training network meetings have commenced again (post-COVID)

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

SAU data cited to show increase of MLL, greatest areas of MLL in Ellsworth and Milbridge, both areas prepared to meet challenges of housing and employment

Diverse MLL population – individuals well-educated in home country – motivated and self-directed

Many migrant workers not literate in their native language, need to build literacy skills in primary language and learn English – Hub 1 offers leveled direct instruction, conversation groups, 1:1 tutoring, and trained Literacy Volunteer tutors

Many specialized recruitment efforts and strong working relationships with support partners (Jackson Lab, Wyman's Buleberries, local employees, EMDC, Career Centers, school districts)

Work with Mano en Mano has included literacy and civics classes for several years, plans to expand to include workforce training, work readiness workshops, including the WorkReady Credential

Strong instructional pedagogy for ELA and Civics education, two ELA/civics instructors have gone through the process of coming to new country and completing the citizenship process

Digital literacy integrated throughout courses

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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Many MLLs are parents with young children – important to build trusting relationships- two family literacy events/initiatives being planned

### 5. IET Programming:

- Certified Clinical Medical Assistant program (CCMA)
- Certified Nursing Assistant Plus (CAN-Plus)
- Specific example of student who started in CMAA IET program and is now enrolled in nursing school
- Detailed map of IET design process, includes alignment with Northeastern Workforce Board

### 6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

- Hub 1 provides workforce training programs in healthcare and technology (priority industries in NWDB plan) and one program is developing a construction certification program (an “additional industry in plan)
- Regular meetings with One-Stop partners
- One director member of NWDB’s Young Worker’s Advisory Committee (young Mainers 16 – 24)

### 7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

CCRS

English Language Proficiency Standards

Work Ready standards

TSTM

Northstar Literacy

Math: scientifically researched practices

English language acquisition: authentic materials, real-world examples

Well-qualified staff with ongoing robust professional support and involvement in providing PD

**STATE OF MAINE  
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8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

- Each consortium of AE programs have a certified instructor specializing in technology
- Hub 1 shares many online subscriptions and resources
- Distance learning has been successful: in summer 2023 College Transitions cohort included learners from Hancock, Washington, and Waldo counties – all enrolled in post-secondary education in the fall 20223 semester. ? Number of students?
- Basics of AI
- Several strategies for increasing digital equity, including providing subsidized or loaned devices, and partnerships with libraries, community centers, or ISP to offer free or discounted internet services to learners
- Representation on Hancock and Waldo Counties Digital Equity and Inclusivity Work Group

9. Accurate data

- Staff participation in state data trainings
- Data a standing item on weekly staff meetings – use data to inform programming
- MaineStars data more accurate when limited number of people entering data – moving forward, programs will determine specific responsibilities for admins, advisors, instructors, and data entry personnel to focus on to meet and/or exceed data targets

**Budget Proposal:**

FY25: \$94,821.34, in kind: \$47,659.99

FY26: \$101,602.00, in kind: \$47, 659.99

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** April 1, 2024

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Appendix E:

Section 1: Section 1: Overview of the Organization

MSAD 24 in transition after losing director and primary instructor, actively seeking certified part-time director and instructor . Interim Dir is certified as superintendent and voc dir and has superintendent experience.

Two examples of projects demonstrating applicant experience and expertise in performing requested services

- Career-focused research project – adult learners graduation requirement
- Ongoing business with Personal Services of Aroostook (PSA)

Section 2: Proposed Project

1. Demonstrated Past Effectiveness

Hub meets or exceeds state benchmarks for FY22 and FY23

Commitment to learners who are in correction facilities, data provided demonstrating EFL gains

2. Services for individuals most in need of adult education and literacy services/how that need is/will be determined:

Inclusive assessment of needs, managed enrollment, programming coordinators, multi-step intake system with progressive supports

1:1 tutoring

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Programs work with community support agencies to identify learners most in need and provide access to resources (ACAP, AMHC, HDDS, Battered Women's Shelter, FedCap, St. John Valley Associates bureau of Vocational Rehabilitation, NMCC, Roads to Recovery

3. Supports and flexible services that enable all learners to make learning gains/meet education and career goals. Include information on how program will serve individuals with disabilities and the details of collaboration to support this work.

Current staff trained in CCRS, Reading Apprenticeship, Career-Infused Adult Education, HiSET, WOWI, Work with local school district's special education departments

Learner self-assessment

Programs use a variety of adaptive services to support learners with special needs

4. Describe how applicant will deliver ELA programs and civics education programs. Include data on the ML population in area and describe how programming leads to: high school completion, postsecondary training, and unsubsidized employment.

Regional data provided

Reading apprenticeship[ strategies and methodology continue to be used

English Language Proficiency Standards

One district has recently hired a FT ELL cert K-12 coordinator, this coord will work part-time with Hub program

Instruction to include scaffolded lessons, learner voice and choice, multimedia, academic and social language

5. IET Programming:

NWDB identified Healthcare and Social Assistance as #1 employment sector in region

CNA training will continue as focus of IET training

Several employer partners listed, provide "earn while you learn" opportunities and opportunities for future employment

CNA IET include: CCRS Reading, Writing, Listening and Speaking and Math (Level D) real world learning via patient charting, incident reports, etc.

Goal is to work with partners to develop and implement IET programs for Phlebotomy, Medical Assistant, and Commercial Driving program.

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6. How applicant will align proposed activities and series to the strategies and goals of local workforce plan

Since 2016, one of the AECHD directors has served on the NWD board and the Policy and Young Workers Committees.

AE Dir serves on ACAP Board of Directors

Work closely with Title I counselors at ACAP – wrap around services

Documentation of credentials of value (280 annually) and Industry-Recognized Credentials (variety of trainings listed)

Infrastructure Funding agreement in place – AECDH-2 contributes to the support of the One-Stop Comprehensive Center (located in Bangor w/satellite locations in Presque Isle and Houlton)

7. How applicant will provide instruction in reading, writing, speaking, math and ELA – intensity and quality – How instruction is aligned with standards and how impact of instructional practice will be measured. Include information on staff recruitment and retention, qualifications, and professional learning needs are assessed and addressed.

ILPs with measurable goals set at intake and revisited throughout learner’s enrollment

Blend of online and in-person classes

Formative assessment, standards-based grading

Rubrics, alternative assessments – course artifacts, participation

Learner self-assessment

CCRS standards aligned curriculum

Increase use of Google Suite

Staff recruitment - regional applicant pool, outreach to 9-12 teachers, retired teachers

Staff retention: professional development

Shared positions to allow for full-time employment

Travel for PD

Region-wide PD

Train the trainer models

Focused support for new directors

8. How applicant will use technology, services, delivery systems – digital literacy, digital access for learners:

## STATE OF MAINE INDIVIDUAL EVALUATION NOTES

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**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Maine DOE, Workforce Development and Innovative Pathways

Regional data provided – this region is below state average of broadband subscriptions- state: 87.3% and Aroostook County: 77.4%

Learners with own device but no access to wifi invited to utilize any of the Hub's Wi-Fi or hotspots for remote access to programming

Hub utilizes interactive distance delivery systems, Zoom, Google Meet, shared PLATO accounts  
All teachers in Hub are certified instructors in State of Maine and hold appropriate Adult Ed Certification endorsement and have participated in the Distance Learning course.

Intake will include digital literacy assessment, utilize NorthStar Digital Literacy certificate program

Blended learning model, face-to-face and/or remote instruction.

### 9. Accurate data

Hub directors attend bimonthly Maine DOE data office hours, state webinars, and training sessions

Student intake data entered within 48 hours of intake

CASAS pre-tests administered within 12 contact hours of student intake

Data reviewed via multi-level verification of accuracy (program director) – weekly

Hub has identified common procedures and processes for data entry

Share data to inform students (data from FY22 and FY23 showed direct correlation between increased hours of attendance and increased attainment of a secondary school diploma or equivalent) of impactful actions and also to share with non-completers as a tool to encourage them to return.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** April 1, 2024

**EVALUATOR NAME:** Tamara Ranger

**EVALUATOR DEPARTMENT:** Maine DOE, Workforce Development and Innovative Pathways

Appendices H and I not included

**Budget Proposal:**

FY25: 120,323.51 match: \$240,287. 83

FY 26: 120,323.51 match: \$240,287. 83

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

- Appendix E:
- 5 program application – 1 new collaborating program
- Digital literacy
- Workforce focusing on HWHD
- Multiple partnership

Appendix H: Program Schedule and Alignment (2 tabs) -

- Issues with intake processing and SS
- Local partnership
- Rural areas outreach
- Collaboration with Local WB
- Seeking student feedback
- Expertise with US Citizenship and immigration
- Collaboration with community orgs, employers, addressing issues of MLL population
- CASAS and HiSET practice
- Data supporting the needs

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Augusta School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Tarlan Ahmadov

**EVALUATOR DEPARTMENT:** (Department of Labor)

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Both forms labeled FY 25: 122,799 amounts the same. FY 26 no other funding source stated.

\$79,301 (63.8%); Advising \$38,280 (\$31.2%); Admin \$3,717 (3.8%); Materials \$750; IET \$750.

Local funds: \$266,321

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Multiple learning facilities, digital literacy,  
partnership with EMDC  
Large geographic area, connecting students, staff, available resources and programs  
Focused on workforce

Appendix H: Program Schedule and Alignment (2 tabs) -

Hybrid access  
Monthly data monitoring and updates  
Contextualized curriculums  
Aligned with local workforce board sector target – healthcare, manufacturing, IT  
Flexible programming  
Great ESOL program  
Significant increase of MLL population and their needs  
Comprehensive assessment  
Summer classes  
EMCC opportunity ready  
Sharing updated data between programs

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Bangor School Department

**DATE:** 3/18/24

**EVALUATOR NAME:** (Tarlan Ahmadov

**EVALUATOR DEPARTMENT:** (Department of Labor)

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

\$138,353 per year: \$97,353 instruction; \$16,237 Advising; \$18,032 Materials  
\$60,350 in local funds

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/19/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:  
Services for correctional facilities  
Data is very limited  
Collaboration with CMCC, KVCC, SMCC

Appendix H: Program Schedule and Alignment (2 tabs) -

Targeted outreach  
Enrollment in-person and hybrid  
All staff attends the DOE TopsPro training  
Strong collaboration with state gov  
Civics Ed: Integrated into all ELL instructions  
Co-enrollments  
CNA targeted for ELL students  
Remote CASAS  
Website will be in multiple languages  
Collaboration with local orgs, workforce and CC

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Great Salt Bay GSD - fiscal agent for MidCoast 7 Adult Education, Hub 7

**DATE:** 3/19/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Variety of funding

bulk purchasing

\$123,178 (instruction); \$44,151 Advising/Career Services; \$17,680 Materials.

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/29/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

- Workforce alignments
- Multiple Examples – CDL, CNA
- no specific information on number enrolled

Appendix H: Program Schedule and Alignment (2 tabs) -

No access to SS  
Positive workforce data  
Engaged with Job Fairs, food resources, attempting to solve transportation issues  
On site training  
Influx of New Mainers  
Alignment with CCWI- LWB  
Partnering with workforce solution  
Counseling services available  
Hybrid and online access for training

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Hub 9 Adult Education Consortium (Biddeford School Department, Fiscal Agent)

**DATE:** 3/29/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

Using data to inform instruction

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

Budget Form: \$142,688 (\$148,213 FY26) with \$189,533 matching each year.

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/29/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

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**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Collaboration with refugee resett orgs  
Increased number of ML  
60 counties/31 languages

Great programing  
Good information overall

Appendix H: Program Schedule and Alignment (2 tabs) -

Increased MLL populations  
Young student number high  
Comprehensive intake identify needs to match with program and resources  
Available online  
Foundational skills, pathway to USC  
Strong collaboration with local workforce board, EMDC, CC, and other providers  
Hybrid options  
Data bi-weekly updates

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Lewiston Public Schools - Adult Education and Career Development Hub 6 (AECDH 6)

**DATE:** 3/29/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

333,919 each year – estimate 191,866

Looks good

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 4/1/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

Focus on staff prof dev

Great community partnership

Plans to increase awareness and effectiveness of recruitment and retention

Remote access to complete the program

Identified partners and how to meet needs of the population served

Appendix H: Program Schedule and Alignment (2 tabs) -

- high poverty rate and unemployment, workforce trainings are essential
- broadband issues
- collaboration with com org and Career Center
- Focus on reading/writing/speaking/listening to communicate with family supports or for employment
- Using language line with intake
- Pathway exploration
- Align with workforce board focus
- Usage of zoom

Appendix I: Qualifications of Personnel –

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** MSAD 54

**DATE:** 4/1/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

FY25 \$144,879- FY 26 \$149,123- more than allocated in the RFP (\$108,672)

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/2/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

So much information, difficult to navigate.

Support for grad students

Workforce for healthcare

Contextualized ESL

Increase in rural areas

Appendix H: Program Schedule and Alignment (2 tabs) -

Increase of ELL student

Programs for improvement metrics

Need funding to increase capacity and meet demand

High needs among African and Latinex learners

Incredible collaboration with community orgs, local resources and SMCC, working with workforce solutions, CCWI, DHHS, CC,

CDL, banking, healthcare, renewable energy focus

Aligned with state identified sectors

Remote classes

Digital literacy

Data share and updates

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Portland Public Schools, Fiscal Agent for Cumberland County Adult Education and Career Development Hub 8

**DATE:** 4/2/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

Appendix I: Qualifications of Personnel –

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

\$336,849 annually. \$1,083,914 local funds.

56% instruction, 20% advising, 12.5% materials, 13 IETs primarily funded with local share and employer support.

Admin costs exceed the 5% limit

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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

\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

- Focused on experience in RSU 25
- Example 1 specific to fiscal agent
- Example 2 specific of hub in Hancock and Washington counties
- Huge geographic area
- Great collaboration
- Shared expertise and coordination of services

Appendix H: Program Schedule and Alignment (2 tabs) -

- 5 programs applying effective
- focus on learner goals
- Weekly data entry for hub
- Diverse models and online curriculum
- Social/emotional strategy creation of trauma informed and inclusive culture
- Focus on self sufficiency
- Contextualized training
- Relationships w school/community/regional support agencies
- Immigrants with previous training are eager to upskill, proficiency in English, job search
- Involvement of local Career Center and EMDC, business outreach, Mano e Mano
  - on site classes at Mano e Mano
- Healthcare is a main focus
- Each program has certified instructor

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** Regional School Unit 25

**DATE:** 4/5/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

- strategies for highly educated and less educated
- Data on referrals to EMDC

Appendix I: Qualifications of Personnel –

- Prof Dev for staff on mental health, diversity, and harassment issues

**Budget Proposal:**

Appendix J: Cost Proposal Form-

\$94,821 (FY25) \$101,602 (FY26)

88% for instruction/advising

\$47,660 share. IET paid from non-AEFLA

Admin: \$1000

Budget Narrative:

Budget Form:

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/6/24

**EVALUATOR NAME:** (Tarlán Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

\*\*\*\*\*

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\*\*\*\*\*

**Individual Evaluator Comments:**

**Proposal Contents:**

Appendix E:

- Large geographic area
- All 5 programs are AE
- STRONG Collaboration
- Clear intro
- Both Examples are avail – special projects, consortium of partners, uses examples

Appendix H: Program Schedule and Alignment (2 tabs) -

- Data demonstrates meet for fy25 fy26
- Collaboration with community to identify needs, mental health, shelter, DHHS referrals
- program designs Healthcare and social assistance
- Collaborate with NMCC
- 

Appendix I: Qualifications of Personnel –

- Staff trained in specialized curriculum
- Staff are aligning with standards

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFP #:** 202312252

**RFP TITLE:** FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA) (WIOA, sec 231)

**BIDDER NAME:** RSU #39 Eastern Aroostook Adult and Community Education

**DATE:** 4/6/24

**EVALUATOR NAME:** (Tarlan Ahmadov)

**EVALUATOR DEPARTMENT:** (Department of Labor)

- continue to improve teacher and program readiness
- Internet issue
- Full access to labs and technology to borrow
- IET that leads to an Occupational Exam

**Budget Proposal:**

Appendix J: Cost Proposal Form-

Budget Narrative:

- \$120,323 requested. (\$80,628 instruction, \$21,943 advising)
- \$240,287 local share

Budget Form:

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 241 Grant Application

**Directions:** Use the following rubric to review each application. Insert comments in the appropriate column (suggestions for alignment) or check if responses are adequate. Your responses will be considered in the overall review of the AEFLA grant application for each eligible applicant. Upon completion, please return the form (1 for each application) to the Adult Education Office, Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023 or by email to [megan.dichter@maine.gov](mailto:megan.dichter@maine.gov) no later than **4 pm on March 29th, 2024**.

Applicant: Augusta School Department \_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.	Yes. I am very interested in the recent addition of Career Readiness/College Readiness Surveys. Development of the County Resource Map is extremely useful.
	2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.	Yes. Collaboration with partners is evident within the grant application and I have witnessed it personally.
	3. Applicant's described work with one-stop partners will meet mutual goals.	Yes.

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

**Directions:** Use the following rubric to review each application. Insert comments in the appropriate column (suggestions for alignment) or check if responses are adequate. Your responses will be considered in the overall review of the AEFLA grant application for each eligible applicant. Upon completion, please return the form (1 for each application) to the Adult Education Office, Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023 or by email to [megan.dichter@maine.gov](mailto:megan.dichter@maine.gov) no later than **4 pm on March 29th, 2024**.

**Applicant:** Bangor School Department \_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title 1, section 108, as well as with the activities and services of the one-stop partners.*

OVERALL ALIGNMENT: X YES    NO

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
<p>a. Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek unknown</p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs</p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills</p> <p>e. Strategy: Provide Digital Literacy Skills Training</p>	<p>1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.</p>	<p>a. Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek</p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries  <b>YES- In addition to the Today's Teller training, we have developed or delivered programs such as Certified Medical Administrative Assistant, Certified Nursing Assistant, Medical Billing &amp; Coding, CompTIA Fundamentals and A+ Certifications, and CDL Commercial Truck Driving. We will also look to assist other training providers with support with their programs, similar to the example of providing English</b></p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities</p> <p>g. Strategy: Increase Jobs Available</p>	<p>Language Acquisition instruction to EMCC's Nursing program.</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs  <b>YES- Hub 3 students are encouraged to complete the Opportunity Ready micro credential offered in partnership with EMCC. Each of the three experiences (Life Ready, Work Ready, and Education Ready), results in a stackable micro credential. Diploma students may use their completed credentials to fulfill an elective credit. According to the Maine Community College System, "Earners of the EMCC Opportunity-Ready badge have the skills necessary to identify and pursue meaningful opportunities in their lives. They have demonstrated exploration of life-readiness, education-readiness, and work-readiness skills that support their future success in a variety of settings. They have demonstrated an ability to use reflection, effective planning, and goal setting to link their personal strengths and interests to educational and career pathways."</b></p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills  <b>YES- HUB 3 utilizes the Northstar Digital Literacy Assessment and the Essential Education Digital Literacy Assessment.</b></p> <p>The Northstar Digital Literacy Assessment's components include Essential Computer Skills (basic computer skills, internet, email, operating systems), Essential Software Skills (Microsoft</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

		<p>Word, Excel, PowerPoint, Google Docs), and Using Technology in Everyday Life (Social Media, Information Literacy, Career Search Skills, Accessing Telehealth Appointments, Digital Footprint, Supporting K-12 Distance Learning).</p> <p>The Essential Education Digital Literacy Assessment's components include Computing Fundamentals (Hardware, Peripherals, Troubleshooting, Software, Operating Systems), Key Applications (Common Program Functions, Word Processing, Spreadsheets, Presentation Software), and Living Online (Networks and the Internet, Electronic Communication and Collaboration, Using the Internet, Communication with Presentation Software).</p> <p>e. Strategy: Provide Digital Literacy Skills Training <b>YES- Hub 3 students are encouraged to complete the Opportunity Ready micro credential offered in partnership with EMCC. Each of the three experiences (Life Ready, Work Ready, and Education Ready), results in a stackable micro credential. Diploma students may use their completed credentials to fulfill an elective credit. According to the Maine Community College System, "Earners of the EMCC Opportunity-Ready badge have the skills necessary to identify and pursue meaningful opportunities in their lives.</b></p> <p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities</p> <p><b>YES- examples include the following New Mainers Resource Center (coming soon)</b></p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

		<p>Bangor Multicultural Center                  Career Center                  Penobscot Job Corps                  Eastern Maine Community College                  University of Maine                  Husson University                  Eastern Maine Development Corporation                  Maine Educational Opportunity Center                  Finance Authority of Maine                  Vocational Rehab                  Public libraries in each town</p> <p>g. Strategy: Increase Jobs Available</p> <p><b>YES- thought would encourage Hub 3 to articulate those job opportunities</b></p>
<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives.</p> <p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers</p> <p><b>The proposal could be strengthened with a more solid description of who HUB 3's business</b></p>	<p>2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.</p>	<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives.</p> <p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers</p> <p><b>YES- HUB 3 provides opportunities for businesses to increase the digital literacy skills of incumbent workers. We are a training provider for the</b></p>

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<p>partners are and levels of engagement involved.</p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies) <b>Proposal could be strengthened with description on emerging opportunities</b></p> <p>d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These profiles can be completed for any 5-digit Occupation Code.</p> <p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly incarcerated, youth, long-term unemployed, and individuals with disabilities.</p> <p><b>** More content on efforts to co-enroll with IB provider</b></p>		<p>Harold Alfond Center for the Advancement of Maine's Workforce through the Maine Community College System</p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies)</p> <p>d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These profiles can be completed for any 5-digit Occupation Code.</p> <p><b>YES-</b> Hub 3 students are encouraged to complete the Opportunity Ready micro credential offered in partnership with EMCC. Each of the three experiences (Life Ready, Work Ready, and Education Ready), results in a stackable micro credential. Diploma students may use their completed credentials to fulfill an elective credit. According to the Maine Community College System, "Earners of the EMCC Opportunity-Ready badge have the skills necessary to identify and pursue meaningful opportunities in their lives.</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

		<p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly incarcerated, youth, long-term unemployed, and individuals with disabilities.</p> <p><b>YES-</b> Providing access to our programs through the one-stop delivery system. This includes listing programs on the Education Provider List and providing timely data as requested. HUB 3 will also participate in the One-Stop Partner Meetings. We will have frequent contacts with our One-Stop partners to ensure their awareness of program offerings. We will also participate in a seamless referral system with our partners. The Career Center and HUB 3 frequently refers clients to each other for services. HUB 3 has representation on the Youth Advisory Committee.</p> <ul style="list-style-type: none"> <li>• <b>HUB 3 will provide career advising to its learners. We will provide learners with referrals to the various services at the Career Centers, including WIOA services, Youth Services, and Vocational Rehab.</b></li> </ul>
<p>a.Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on</p>	<p>3. Applicant’s described work with one-stop partners will meet mutual goals.</p>	<p>a.Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on</p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>on the NWDB and NWDB representatives to serve on partner boards</p> <p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs</p> <p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries</p> <p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system  <b>Broad references made around supporting small business. Could provide more solid examples</b></p>	<p>the NWDB and NWDB representatives to serve on partner boards</p> <p><b>YES- examples include the following</b>  <b>New Mainers Resource Center (coming soon)</b>  <b>Bangor Multicultural Center</b>  <b>Career Center</b>  <b>Penobscot Job Corps</b>  <b>Eastern Maine Community College</b>  <b>University of Maine</b>  <b>Husson University</b>  <b>Eastern Maine Development Corporation</b>  <b>Maine Educational Opportunity Center</b>  <b>Finance Authority of Maine</b>  <b>Vocational Rehab</b>  <b>Public libraries in each town</b></p> <p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs  <b>YES- HUB 3 will also participate in the One-Stop Partner Meetings. We will have frequent contacts with our One-Stop partners to ensure their awareness of program offerings. We will also participate in a seamless referral system with our partners. The Career Center and HUB 3 frequently refers clients to each other for services. HUB 3 has representation on the Youth Advisory Committee.</b></p> <p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries</p>
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**Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application**

		<p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

**Directions:** Use the following rubric to review each application. Insert comments in the appropriate column (suggestions for alignment) or check if responses are adequate. Your responses will be considered in the overall review of the AEFLA grant application for each eligible applicant. Upon completion, please return the form (1 for each application) to the Adult Education Office, Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023 or by email to [megan.dichter@maine.gov](mailto:megan.dichter@maine.gov) no later than **4 pm on March 29th, 2024**.

**Applicant:** \_\_\_\_\_ Great Salt Bay GSD \_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.	Yes
	2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.	Yes
	3. Applicant's described work with one-stop partners will meet mutual goals.	Yes

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

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**Applicant:** \_\_\_\_\_ Great Salt Bay GSD \_\_\_\_\_

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.	Yes
	2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.	Yes
	3. Applicant's described work with one-stop partners will meet mutual goals.	Yes

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

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**Applicant:** Hub 9 Adult Education Consortium Biddeford School  
 Department \_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title 1, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
<p>Local plan not referenced in narrative.</p> <p>Also, while not explicitly stated in the application Goodwill Northern New England serves as the WIOA Title IB provider under the program name, Workforce Solutions. Therefore, the Hub does promote concurrent enrollment in Title I.</p>	<p>1. The applicant’s current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.</p>	<p>Yes – alignment could be improved.</p>
<p>Narrative in response to question 6 could be strengthened. Expand upon the work with additional partners outside of WIOA Title IB.</p>	<p>2. Applicant’s activities are aligned with the area one-stop partners to meet the participants’ personal, academic, and career needs.</p>	<p>Yes, alignment in narrative could be improved</p>

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<p>Information gleaned from other parts of application support the work of Hub 9 to support the personal, academic and career needs of participants.</p>		
<p>Hub 9 currently participates in One-Stop Partner quarterly meetings and Coastal Operator Group monthly meetings of the core (WIOA Titles I, II, III, and IV) partners is not referenced, although an integral component of integrating services and meeting mutual goals.</p>	<p>3. Applicant's described work with one-stop partners will meet mutual goals.</p>	<p>Yes</p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

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**Applicant:** \_\_\_\_\_ Hub 9 Adult Education Consortium Biddeford School Department

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
Local workforce plan’s goals and strategies are not referenced; Title I-B service provider is referenced by lead agency name, Goodwill of Northern New England (GWNNE), not Workforce Solutions which is the program of GWNNE that provides WIOA Title I-B services.	1. The applicant’s current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.	No
Limited reference to one (1) one-stop partner, and no reference to the level with which they are able to support participants’ personal, academic, and career needs. (Reference only to GWNNE providing funding for workforce training.)	2. Applicant’s activities are aligned with the area one-stop partners to meet the participants’ personal, academic, and career needs.	No
While a Hub 9 director does attend, participation in One-Stop Partner quarterly meetings and Coastal Operator Group monthly meetings of the core (WIOA Titles I, II, III, and IV) partners is not referenced, although this is an integral component of integrating services and meeting mutual goals; no mutual goal details provided in narrative.	3. Applicant’s described work with one-stop partners will meet mutual goals.	No



**Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application**

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### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

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**Applicant:** \_\_\_MSAD 54\_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.	Yes. It is clear that HUB #4 has an understanding of the board's plan by addressing all relevant overarching priorities.
	2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.	Yes. HUB #4 has been an active participant in the One Stop Partner meetings.
	3. Applicant's described work with one-stop partners will meet mutual goals.	Yes.

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**Applicant:** \_\_\_\_\_ Portland Public Schools \_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	<p>1. The applicant's current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.</p>	Yes
	<p>2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.</p>	Yes
<p>Hub 8 currently participates in One-Stop Partner quarterly meetings and Coastal Operator Group monthly meetings of the core (WIOA Titles I, II, III, and IV) partners is not referenced, although an integral component of integrating services and meeting mutual goals.</p>	<p>3. Applicant's described work with one-stop partners will meet mutual goals.</p>	<p>Yes – however some of the One-Stop partner work with HUB 8 is missing from application narrative.</p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

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**Applicant:**           Portland Public Schools

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title I, section 108, as well as with the activities and services of the one-stop partners.*

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
	1. The applicant’s current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.  2. Applicant’s activities are aligned with the area one-stop partners to meet the participants’ personal, academic, and career needs.  3. Applicant’s described work with one-stop partners will meet mutual goals.	Yes
Participation in One-Stop Partner quarterly meetings and Coastal Operator Group monthly meetings of the core (WIOA Titles I, II, III, and IV) partners is not referenced, although an integral component of integrating services and meeting mutual goals. A Hub 8 director participates in these meetings; there is an opportunity to better support the regional service strategies of <i>improving</i> the referral system among partners and promoting continuous improvement of programs.		Yes, with a suggestion for improving alignment

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**Applicant:** Regional School Unit 25 Hub 1

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title 1, section 108, as well as with the activities and services of the one-stop partners.*

OVERALL ALIGNMENT: X YES    NO

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
<p>a.Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek</p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs</p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills <b>unknown</b></p>	<p>1.The applicant’s current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.</p>	<p>a. Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek</p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries <b>YES-Proposal includes certifications in Healthcare certifications include: Certified Nursing Assistant (CNA) and CNARecertification, Personal Support Specialist (PSS), Certified Residential Medication Aide (CRMA), Certified Medical Administrative Assistant (CMAA) and Certified Clinical Medical State of Maine RFP# 202312252 Section III 4 1.20e Rev. 8/18/2023</b></p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>e. Strategy: Provide Digital Literacy Skills Training</p> <p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities</p> <p>g. Strategy: Increase Jobs Available</p> <p><b>Consider a goal in Hub 1 to articulate “good job” available and in-demand for participants.</b></p>	<p>Assistant (CCMA), Dental Assisting. Certifications required and achieved as part above include: BLS, CRP, and First Aid.</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs  <b>YES-Proposal includes certifications in Healthcare certifications include: Certified Nursing Assistant (CNA) and CNARecertification, Personal Support Specialist (PSS), Certified Residential Medication Aide (CRMA), Certified Medical Administrative Assistant (CMAA) and Certified Clinical Medical State of Maine RFP# 202312252 Section III 4 1.20e Rev. 8/18/2023</b></p> <p>Assistant (CCMA), Dental Assisting. Certifications required and achieved as part above include: BLS, CRP, and First Aid.</p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills</p> <p>e. Strategy: Provide Digital Literacy Skills Training  <b>YES- Proposal includes technology certifications to include Northstar Digital Literacy,  C3 GS6, and Comp TIAA+.</b></p> <p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities  <b>YES- captured in other sections describing services and programs offered in Hub 1</b></p> <p>g. Strategy: Increase Jobs Available</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives.</p> <p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers</p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies)</p> <p>d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These</p>	<p>2. Applicant's activities are aligned with the area one-stop partners to meet the participants' personal, academic, and career needs.</p>	<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives.  <b>YES- Hub 1 adult education programs meet with One Stop Partners and employers at least quarterly to consult on employer needs, updates on programs and training initiatives, and address potential modifications to programming.</b></p> <p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers  <b>YES- Hub 1 has identified a robust list of employers to collaborate with focus on healthcare.</b></p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies)  <b>YES- Proposal identifies focus primarily on healthcare and technology as identified in NWDB strategic plan.</b></p> <p>d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>profiles can be completed for any 5-digit Occupation Code.</p> <p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly incarcerated, youth, long-term unemployed, and individuals with disabilities.</p>	<p>training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These profiles can be completed for any 5-digit Occupation Code.</p> <p><b>YES-Proposal includes certifications in Healthcare certifications include: Certified Nursing Assistant (CNA) and CNAREcertification, Personal Support Specialist (PSS), Certified Residential Medication Aide (CRMA), Certified Medical Administrative Assistant (CMAA) and Certified Clinical Medical State of Maine RFP# 202312252 Section III 4 1.20e Rev. 8/18/2023</b></p> <p><b>Assistant (CCMA), Dental Assisting. Certifications required and achieved as part above include: BLS, CRP, and First Aid.</b></p> <p><b>We integrate academic skills, employability skills, and occupational content into contextualized instruction.</b></p> <p><b>(<a href="http://wylla.org/wp-content/uploads/2018/09/Career-Pathways-Career-Infused-Education.pdf">http://wylla.org/wp-content/uploads/2018/09/Career-Pathways-Career-Infused-Education.pdf</a>) Career infused courses help learners build and retain skills as a result of their direct application in the context of the workplace.</b></p>
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<p>a. Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on the NWDB and NWDB representatives to serve on partner boards</p> <p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs</p>		<p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly incarcerated, youth, long-term unemployed, and individuals with disabilities.</p> <p><b>YES- Hub 1 partners work closely with Eastern Maine Development Corporation (EMDC) and the Machias Career Center to refer and provide wrap-around services to all our learners/clients.</b></p> <p><b>Our WIOA partners are able to provide assistance and support (travel reimbursement, childcare assistance, technology, etc...) that enables learners to enroll and persist in adult education classes.</b></p> <p><b>We promote EMDCs Young Mainer’s Workforce Academy and work experiences</b></p>
<p>a. Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p><b>YES- Director is a member of YMWA and Quarterly One-Stop Partner meetings to share information</b></p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on the NWDB and NWDB representatives to serve on partner boards</p> <p><b>YES- Hub 1 adult education programs meet with One Stop Partners and employers at least quarterly to consult on employer needs, updates on programs and training initiatives, and address potential modifications to programming.</b></p>	<p>3. Applicant’s described work with one-stop partners will meet mutual goals.</p>	<p>a. Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p><b>YES- Director is a member of YMWA and Quarterly One-Stop Partner meetings to share information</b></p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on the NWDB and NWDB representatives to serve on partner boards</p> <p><b>YES- Hub 1 adult education programs meet with One Stop Partners and employers at least quarterly to consult on employer needs, updates on programs and training initiatives, and address potential modifications to programming.</b></p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries</p> <p><b>Consider more technology driven opportunities with Employers</b></p> <p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system</p>		<p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs <b>YES- Proposal includes maintaining active partnerships in catchment area in both Washington and Hancock Counties</b></p> <p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries <b>YES- Hub 1 has identified a robust list of employers to collaborate with focus on healthcare.</b></p> <p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system <b>YES- Hub 1 adult education programs meet with One Stop Partners and employers at least quarterly to consult on employer needs, updates on programs and training initiatives, and address potential modifications to programming.</b></p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

### Local Workforce Development Board Review of Adult Education AEFLA 243 Grant Application

**Directions:** Use the following rubric to review each application. Insert comments in the appropriate column (suggestions for alignment) or check if responses are adequate. Your responses will be considered in the overall review of the AEFLA grant application for each eligible applicant. Upon completion, please return the form (1 for each application) to the Adult Education Office, Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023 or by email to [megan.dichter@maine.gov](mailto:megan.dichter@maine.gov) no later than **4 pm on March 29th, 2024**.

**Applicant:** \_\_\_\_\_ RSU #39 Eastern Aroostook Adult and Community Education Hub

\_\_\_\_\_

Applicants were asked to respond to the following:

*(4) Align proposed activities and services to the strategy and goals of the local plan under WIOA Title 1, section 108, as well as with the activities and services of the one-stop partners.*

OVERALL ALIGNMENT:  X  YES    NO

Suggestions for Improved Alignment	Criteria	Alignment Acceptable – Yes
<p>a. Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek <b>unknown</b></p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs</p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills</p>	<p>1. The applicant’s current and proposed activities and services align with the strategies and goals of the local workforce development plan in the service area, including promoting concurrent enrollment in Title I.</p>	<p>a. Strategy: . Develop Ongoing Survey to Determine Training Needs &amp; Skills Businesses Seek</p> <p>b. Strategy: Promote Educational &amp; Training Opportunities for Projected InDemand Industries <b>YES-AECDH-2 will also continue to explore and implement distance learning opportunities to meet learner and sector partnership needs and will work closely with regional employers to deliver additional training opportunities using this distance learning</b></p>

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<p>e. Strategy: Provide Digital Literacy Skills Training</p> <p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities</p> <p>g. Strategy: Increase Jobs Available</p> <p><b>Consider a goal in Hub 1 to articulate “good job” available and in-demand for participants.</b></p>	<p>model. Programs will utilize the Academy of Medical Professions and HealthEd Today for training partnerships online for relevant training.</p> <p>c. Strategy: Encourage the Increase of Micro Credentialing &amp; Certification Programs</p> <p><b>YES- AECDH-2 programs will continue to provide robust development programming in literacy, english language acquisition, high school credentialing, digital literacy, college preparation and workplace essential skills while simultaneously and concurrently providing occupational training in vocations in each of the identified high demand sectors that included CNA, PSS, Phlebotomy, Medical Assisting, CNA-Med, Medical Office Specialist, Dental Assisting, Medical Billing and Coding, Pharmacy Tech, Medical Transcription, EMT, CDL Class A, CDL Class B, School Bus Driver, Hospitality and Comptia A+.</b></p> <p>d. Strategy: Develop Survey to Gauge Digital Literacy Skills</p> <p>e. Strategy: Provide Digital Literacy Skills Training</p> <p><b>YES-AECDH-2 programs are and will continue to be learner-centered with Individual Learning Plans (ILP) that set</b></p>
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		<p>measurable goals by addressing learning gaps such as English speaking skills, basic literacy and numeracy skills, digital literacy and employment. These gaps will be identified through formal and informal assessments including CASAS, PLATO Exact Path, CCRS-aligned rubrics, Northstar digital literacy, and learner input. AECDH-2 will continue to include the use of technology which will involve updating and maintaining technology resources and devices for use in the classroom and for lending to learners as needed. Current devices include a variety of Chromebooks, touch-screen laptops, and tablets that will allow access to numerous virtual education technologies. Learners will be able to access online options like PLATO, Study.com, Edgenuity, and IXL accounts.</p> <p>f. Strategy: Promote &amp; Increase Regional Assets &amp; Amenities</p> <p>g. Strategy: Increase Jobs Available</p>
<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives. <b>Consider adding Job Corps to opportunities</b></p>	<p>2. Applicant's activities are aligned with the area one-stop partners to meet the participants'</p>	<p>a. Develop committees on an as-needed basis to address new challenges or capitalize on new opportunities and initiatives.</p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers</p> <p><b>Would encourage a comprehensive list of employers and businesses.</b></p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies)</p> <p>d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These profiles can be completed for any 5-digit Occupation Code.</p> <p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly</p>	<p>personal, academic, and career needs.</p>	<p><b>YES- Proposal includes efforts to engage with multiple partners regularly in the local area including Wagner-Peyser and services offered through Career Centers.</b></p> <p>b. Engage with businesses regularly and meaningfully to understand their projected workforce needs and current challenges. This engagement may also take place through robust communication with intermediaries, such as chambers and economic development organizations, who already have strong engagement with employers</p> <p><b>YES-AECDH-2 will also continue to explore and implement distance learning opportunities to meet learner and sector partnership needs and will work closely with regional employers to deliver additional training opportunities using this distance learning model. Programs will utilize the Academy of Medical Professions and HealthEd Today for training partnerships online for relevant training. Lessons will continue to be designed with a CRS standards rubric that guides instruction with integration of career-infused, contextualized and differentiated classroom practices and career related soft-skills.</b></p> <p>c. Recognize emerging industry opportunities that lead to job opportunities (e.g., clean energy, climate change, changing technologies)</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

incarcerated, youth, long-term unemployed, and individuals with disabilities.

**YES- but would encourage a more specific list of industry partners and opportunities**

d. Collaborate with partners and employers to develop a deep understanding of career pathways and utilize that information to develop better training programs and help job seekers, both unemployed and underemployed, to make informed decisions. Appendix 14 includes three sample occupation data profiles within the NWDB Targeted Industries of Manufacturing, Healthcare, and Information Technology. This data was provided by the Eastern Maine Development Corporation for this project through their JobsEQ data subscription. These profiles can be completed for any 5-digit Occupation Code.

**AECDH-2 programs will continue to provide robust development programming in literacy, english language acquisition, high school credentialing, digital literacy, college preparation and workplace essential skills while simultaneously and concurrently providing occupational training in vocations in each of the identified high demand sectors that included CNA, PSS, Phlebotomy, Medical Assisting, CNA-Med, Medical Office Specialist, Dental Assisting, Medical Billing and Coding, Pharmacy Tech, Medical Transcription, EMT, CDL Class A, CDL Class B, School Bus Driver, Hospitality and Comptia A+. AEDCH-2 will also continue to provide**

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

		<p>comprehensive college readiness programming in partnership with postsecondary institutions, including the College and Career Success Coordinator with Northern Maine Community College, to prepare learners to enter and be successful in their pursuit of college credentials.</p> <p>e. Strengthen collaborations with workforce service providers to ensure access for all individuals with barriers including formerly incarcerated, youth, long-term unemployed, and individuals with disabilities.</p> <p><b>YES-adult education programs will work very closely with the WIOA Title I counselors at ACAP to co-enroll and support wrap-around services to support learners</b></p>
<p>a. Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on the NWDB and NWDB representatives to serve on partner boards</p>	<p>3. Applicant’s described work with one-stop partners will meet mutual goals.</p>	<p>a. Improve mechanisms of communications to ensure that all partners are operating efficiently through awareness of all the resources in the region that can support job seekers and employers while avoiding duplication of services</p> <p><b>YES- AECDH-2 directors were key contributors to the development of the original Northeast Workforce Development Strategic Plan as well as the updated current plan for 2021-2025.</b></p> <p><b>AECDH-2 directors participate in regularly scheduled meetings of the NWDB One-Stop and Education</b></p>

## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

<p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs</p> <p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries</p> <p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system</p>	<p>Partners, fulfilling the NWDB goals of identifying region-wide and local-area workforce development priorities and identifying current and new resources, partners, and processes necessary to implement specific workforce development projects while capitalizing on the strengths of each partner by sharing resources and reducing redundancies. The directors also attend the NWDB quarterly board meetings and play an active role in the governance and program planning of the NWDB. Because of the the extensive involvement of adult education partners in this workforce development system and the NWDB, the NWDB Strategic Plan describes adult education as “an integral partner in developing a skilled workforce by participating on regional One Stop Partner Committees, and therefore influences not only Adult Education policies and initiatives but also how the overall One Stop system operates and serves clients.” These efforts to maintain and improve upon these partnerships and activities will continue through this new grant cycle.</p> <p>b. Encourage the “cross pollination” of board memberships by encouraging partners to serve on</p>
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## Local Workforce Development Board Review of Adult Education AEFLA 231 Grant Application

		<p>the NWDB and NWDB representatives to serve on partner boards</p> <p><b>YES- One Director seves on the ACAP Board of Directors/Title IB Service Provider</b></p> <p>c. Continue facilitating robust meetings among groups of partners – including meetings focused on the One Stops, Adult Education, and the implementation of other Core Programs</p> <p><b>YES- Adult education directors meet monthly with Career Center staff to discuss employment trends, layoffs, and employer needs as well as available training money like Wagner-Peyser and CSSP funds</b></p> <p>d. Capitalize on new program initiatives to engage employers and develop new training initiatives while working towards piloting new ideas and strategies that may be applied to other industries</p> <p>e. Cross sharing information with state, regional, and local partners to support entrepreneurship and business/job creating including Small Business Development Center, start-up initiatives, and services through the higher education system</p>
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STATE OF MAINE  
DEPARTMENT OF Education

Janet T. Mills  
Governor

A. Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202312252  
RFP TITLE:

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act  
(AEFLA) (WIOA, sec 231)**

David McDonough

I, \_\_\_\_\_ accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of (enter Department). 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.**

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*David McDonough*  
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Signature

Date

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David McDonough  
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Adult Education Grants Specialist  
Maine Department of Education  
Security Level: Email, Account Authentication (None)

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STATE OF MAINE  
DEPARTMENT OF Education

Janet T. Mills  
Governor

A. Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202312252  
RFP TITLE:

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act  
(AEFLA) (WIOA, sec 231)**

Madelyn Litz

I, \_\_\_\_\_ accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of (enter Department). I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

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**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:

*Madelyn Litz*

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4/24/2024

Signature

Date

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If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

**How to contact Carahsoft OBO Maine Department of Education:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov)

**To advise Carahsoft OBO Maine Department of Education of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

**To request paper copies from Carahsoft OBO Maine Department of Education**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Carahsoft OBO Maine Department of Education**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

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### **Acknowledging your access and consent to receive and sign documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Carahsoft OBO Maine Department of Education as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Carahsoft OBO Maine Department of Education during the course of your relationship with Carahsoft OBO Maine Department of Education.



STATE OF MAINE  
DEPARTMENT OF Education

Janet T. Mills  
Governor

A. Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202312252  
RFP TITLE:

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act  
(AEFLA) (WIOA, sec 231)**

I, Megan Dichter accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of (enter Department). I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

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**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:  
*Megan Dichter*  
E91E405839A2447

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Signature

Date

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**Signer Events**

Megan Dichter  
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Security Level: Email, Account Authentication (None)

**Signature**



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**Agent Delivery Events**

**Status**

**Timestamp**

**Intermediary Delivery Events**

**Status**

**Timestamp**

**Certified Delivery Events**

**Status**

**Timestamp**

**Carbon Copy Events**

**Status**

**Timestamp**

**Witness Events**

**Signature**

**Timestamp**

**Notary Events**

**Signature**

**Timestamp**

**Envelope Summary Events**

**Status**

**Timestamps**

Envelope Sent	Hashed/Encrypted	4/24/2024 10:36:54 AM
Certified Delivered	Security Checked	4/24/2024 12:08:44 PM
Signing Complete	Security Checked	4/24/2024 12:08:51 PM
Completed	Security Checked	4/24/2024 12:08:51 PM

**Payment Events**

**Status**

**Timestamps**

**Electronic Record and Signature Disclosure**

## **ELECTRONIC RECORD AND SIGNATURE DISCLOSURE**

From time to time, Carahsoft OBO Maine Department of Education (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

### **Getting paper copies**

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

### **Withdrawing your consent**

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

**How to contact Carahsoft OBO Maine Department of Education:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov)

**To advise Carahsoft OBO Maine Department of Education of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

**To request paper copies from Carahsoft OBO Maine Department of Education**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Carahsoft OBO Maine Department of Education**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

### **Acknowledging your access and consent to receive and sign documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Carahsoft OBO Maine Department of Education as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Carahsoft OBO Maine Department of Education during the course of your relationship with Carahsoft OBO Maine Department of Education.



STATE OF MAINE  
DEPARTMENT OF Education

Janet T. Mills  
Governor

A. Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202312252  
RFP TITLE:

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act  
(AEFLA) (WIOA, sec 231)**

Tamara Ranger

I, \_\_\_\_\_ accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of (enter Department). I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFP.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the bidders whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the bidder's company; current or former Board membership; current or former employment with the bidder; current or former personal contractual relationship with the bidder (example: paid consultant); and/or current or former relationship to a bidder's official which could reasonably be construed to constitute a conflict of interest (personal relationships may be perceived by the public as a potential conflict of interest).

I have not advised, consulted with or assisted any bidder in the preparation of any proposal submitted in response to this RFP nor have I submitted a letter of support or similar endorsement.

I understand and agree that the evaluation process is to be conducted in an impartial manner without bias or prejudice. In this regard, I hereby certify that, to the best of my knowledge, there are no circumstances that would reasonably support a good faith charge of bias. I further understand that in the event a good faith charge of bias is made, it will rest with me to decide whether I should be disqualified from participation in the evaluation process.

**I agree to hold confidential all information related to the contents of Requests for Proposals presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:

*Tamara Ranger*

2A472455287F414...

4/24/2024

Signature

Date

**Certificate Of Completion**

Envelope Id: C4358F64524E4437B6C6E47D3E292CF9	Status: Completed
Subject: Complete with DocuSign: Agreement Disclosure Statement - rev. 4.4.2023 (1).docx	
Source Envelope:	
Document Pages: 1	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Steve Airoidi
Time Zone: (UTC-05:00) Eastern Time (US & Canada)	steven.airoidi@maine.gov
	IP Address: 76.37.130.4

**Record Tracking**

Status: Original	Holder: Steve Airoidi	Location: DocuSign
4/24/2024 10:38:29 AM	steven.airoidi@maine.gov	
Security Appliance Status: Connected	Pool: StateLocal	
Storage Appliance Status: Connected	Pool: Maine Department of Education	Location: DocuSign

**Signer Events**

Tamara Ranger  
 Tamara.Ranger@maine.gov  
 Carahsoft OBO Maine Department of Education  
 Security Level: Email, Account Authentication (None)

**Signature**

DocuSigned by:  
  
 2A472455287F414...  
 Signature Adoption: Pre-selected Style  
 Using IP Address: 67.242.178.210

**Timestamp**

Sent: 4/24/2024 10:39:44 AM  
 Viewed: 4/24/2024 10:40:25 AM  
 Signed: 4/24/2024 10:41:02 AM

**Electronic Record and Signature Disclosure:**  
 Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
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Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Certified Delivered	Security Checked	4/24/2024 10:40:25 AM
Signing Complete	Security Checked	4/24/2024 10:41:02 AM
Completed	Security Checked	4/24/2024 10:41:02 AM
Payment Events	Status	Timestamps



STATE OF MAINE  
DEPARTMENT OF Education

Janet T. Mills  
Governor

A. Pender Makin  
Commissioner

AGREEMENT AND DISCLOSURE STATEMENT  
RFP #: 202312252  
RFP TITLE:

**FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act  
(AEFLA) (WIOA, sec 231)**

I, Tarlan Ahmadov accept the offer to become a member of the Request for Proposals (RFP) Evaluation Team for the State of Maine Department of (enter Department). 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.

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DocuSigned by:  
*Tarlan Ahmadov*  
F6E1DA2FB885428...

4/24/2024

Signature

Date

**Certificate Of Completion**

Envelope Id: 2E42B77C146A42C7863D61EEF8E05622	Status: Completed
Subject: Complete with DocuSign: Agreement Disclosure Statement - rev. 4.4.2023 (1).docx	
Source Envelope:	
Document Pages: 1	Signatures: 1
Certificate Pages: 4	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Steve Airoidi
Time Zone: (UTC-05:00) Eastern Time (US & Canada)	steven.airoidi@maine.gov
	IP Address: 76.37.130.4

**Record Tracking**

Status: Original	Holder: Steve Airoidi	Location: DocuSign
4/24/2024 10:37:08 AM	steven.airoidi@maine.gov	
Security Appliance Status: Connected	Pool: StateLocal	
Storage Appliance Status: Connected	Pool: Maine Department of Education	Location: DocuSign

**Signer Events**

Tarlan Ahmadov  
 Tarlan.Ahmadov@maine.gov  
 Security Level: Email, Account Authentication (None)

**Signature**

DocuSigned by:  
  
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 Signature Adoption: Pre-selected Style  
 Using IP Address: 198.182.163.114

**Timestamp**

Sent: 4/24/2024 10:38:11 AM  
 Viewed: 4/24/2024 12:27:44 PM  
 Signed: 4/24/2024 12:27:57 PM

**Electronic Record and Signature Disclosure:**  
 Accepted: 4/24/2024 12:27:44 PM  
 ID: 2ac66977-a2f0-4dc7-926c-7ec53e48c4f1

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
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Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/24/2024 10:38:12 AM
Certified Delivered	Security Checked	4/24/2024 12:27:44 PM
Signing Complete	Security Checked	4/24/2024 12:27:57 PM
Completed	Security Checked	4/24/2024 12:27:57 PM

**Payment Events**      **Status**      **Timestamps**

**Electronic Record and Signature Disclosure**

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**To advise Carahsoft OBO Maine Department of Education of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

**To request paper copies from Carahsoft OBO Maine Department of Education**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Carahsoft OBO Maine Department of Education**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [jennifer.l.tarr@maine.gov](mailto:jennifer.l.tarr@maine.gov) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

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By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Carahsoft OBO Maine Department of Education as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Carahsoft OBO Maine Department of Education during the course of your relationship with Carahsoft OBO Maine Department of Education.

Confidentiality Agreement  
Maine Adult Education  
RFP # **202312252**

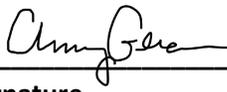
RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, Amy Geren, accept the responsibility to review the Request for Proposals (RFP) on behalf of the Catherine Cutler Institute, in its contractor role of One-Stop Operator for Coastal Counties Workforce, Inc., for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: "(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;..."

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**

  
\_\_\_\_\_  
Signature

03/11/2024  
\_\_\_\_\_  
Date

Confidentiality Agreement  
Maine Adult Education  
RFP # **202312252**

RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, (print name at right) Antoinette Mancusi Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) Coastal Counties Workforce, Inc. for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: “(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;...”

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**

  
\_\_\_\_\_  
Signature

3/6/2024  
\_\_\_\_\_  
Date

Confidentiality Agreement  
Maine Adult Education  
RFP # **202312252**

RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, (print name at right) Jillian Sample Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) **Coastal Counties Workforce, Inc.** for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: “(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;...”

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**

Jillian Sample  
Signature

3.6.24  
Date

Confidentiality Agreement  
Maine Adult Education  
RFP # **202312252**

RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, (print name at right) Carrie Parker Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) Central Western Maine Workforce Development Board for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: "(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;..."

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**

  
\_\_\_\_\_  
Signature

3/6/2024  
\_\_\_\_\_  
Date

Confidentiality Agreement  
Maine Adult Education  
RFP # **202312252**

RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, (print name at right) Erin V. Benson Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) Central Western Maine Workforce Development Board for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: “(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;...”

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**



---

Signature

3/6/2024

---

Date

Confidentiality Agreement  
Maine Adult Education  
RFP # 202312252

RFP Title: FY 25-27 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)  
(WIOA, sec 231)

I, (print name at right) Kathy Williams Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) Northeastern Workforce Development Board for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(i)(II) requires the local area workforce board to be involved in: "(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;..."

I understand that the comments from the local area board are for informational purposes. The comments are not given a numerical score, nor are they a Fund/Not Fund factor. Rather the comments are taken into consideration in determining the degree to which applications either align, or could be enhanced to align, with the local plans.

**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 Maine DOE formally releases the funding decision notices for public distribution.**

Kathy Williams  
Signature

3/6/24  
Date

Confidentiality Agreement  
Maine Adult Education  
RFP # 202401001

RFP Title: FY 25-27 Competitive Grant Application for Integrated English Literacy and Civics Education-  
Integrated Education and Training Programs and Services (IELCE/IET) (WIOA, sec. 243)

I, (enter name at right) Kathy Williams Accept the responsibility to review the Request for Proposals (RFP) on behalf of the (fill in the name of the Workforce Board) North Eastern Workforce Development Board for the State of Maine Department of Education. I hereby do accept the terms set forth in this agreement.

I understand that the federal Workforce Innovation and Opportunity Act (WIOA) Sec 107(d)(11)(B)(I)(II) requires the local area workforce board to be involved in: "(I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan;..."

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Kathy Williams  
Signature

3/15/24  
Date