

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

RFA# 202202018					
Community Schools					
Applicant Name:		Talbot Community School	Biddeford Primary School	Mt. Blue	
Proposed Cost:		\$50,000	\$50,000	\$50,000	
Scoring Sections	Points Available				
Section I: Preliminary Information	Pass/Fail	Pass	Pass	Pass	
Section II: Community School Plan	50	50	47	47	
Section III: Budget & Budget Narrative	25	25	25	25	
Section IV: Competitive Priority Points	25	25	23	12	
<b>TOTAL</b>	<b><u>100</u></b>	<b><u>100</u></b>	<b><u>95</u></b>	<b><u>84</u></b>	

**Award Justification Statement**  
**RFA# 202202018 Community Schools**

**I. Summary**

Through this application, the Department will provide funding to SAUs whose school boards designate an existing school or establish a new school as a community school. The Commissioner may provide state funding to the SAU in which community schools are located pursuant to [section 15689, subsection 25](#). In reviewing applications for these funds, the Commissioner will prioritize SAUs in which at least 40% of the students are economically disadvantaged pursuant to [section 15675, subsection 2](#). If any funds remain, applicants with less than 40% of students who are economically disadvantaged will then be considered.

**II. Evaluation Process**

In order to be considered for grant funding under this application process, applicants must exist as an SAU where the school board designates an existing school or establishes a new school as a community school as defined in [Title 20-A, Chapter 333](#).

For FY 2022-2023, the Department will award four grants at \$50,000 each with an option to reapply for FY 2023-2024. This application served as notification to previously designated community schools that they were eligible for reapplication for this two-year process. Successful FY 2022-2023 awardees will be eligible to reapply for FY 2023-2024 following these requirements below. FY 2022-2023 applications and reapplications were due by May 15, 2022. and 2022-2023 awardees will be eligible to reapply for the FY 2023-2024 awards, that will be due on April 15, 2023 following these requirements below:

- One-page synopsis of accomplishments made and next steps for programming
- Commitment to participate in statewide Community Schools Advisory Team
- Commitment to participate in statewide Community Schools Summit – slated for Summer 2023
- Action plan created for sustainability after FY 2023-2024

Scoring Weights: The score was based on a 100-point scale and measured the degree to which each application met the rubric criteria:

Criteria 1: Eligibility – Pass/Fail

Criteria 2: Community School Plan – 50 points

Criteria 3: Budget & Budget Narrative – 25 points

Criteria 4: Competitive Priority Points – 25 points

**III. Qualifications & Experience**

All three new applicants had information detailing school board approval of community school recognition and had economic disadvantage percentages ranging from 41.7%-46.1%.

RSU #34 is the existing SAU in Chapter 333 and successfully submitted their reapplication with all requirements met.

#### **IV. Proposed Services**

All three new applicants showed detailed evidence of the criteria set forth, including but not limited to the following:

- Community School Plan
- Budget
- Budget Narrative
- Existing Team Structure
- Existing or Imminent Community Partners
- Measurable goals
- Impact on Students and Families

RSU #34 continues to model exemplary community school efforts through their community outreach and attention to food insecurity. They are culturally responsible and committed to sustaining this work beyond the life of this grant.

#### **V. Cost Proposal**

All grant recipients will receive \$50,000.

#### **VI. Conclusion**

The RFA Evaluation Team only had three applicant submissions, which enabled all three to receive the awards. The one existing SAU will also continue to receive the grant for the two-year cycle.



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 26, 2022

[mcyr@biddefordschools.me](mailto:mcyr@biddefordschools.me)  
[wleblanc@biddefordschools.me](mailto:wleblanc@biddefordschools.me)

**SUBJECT:** Notice of Conditional Contract Award under RFA #202202018, Community Schools

Dear Mrs. Cyr and Mrs. LeBlanc,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Department of Education for Community Schools. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award to the following applicants:

- Biddeford Primary School
- Cape Cod Hill School
- Talbot Community School

The applicants listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned applicants soon regarding next steps.

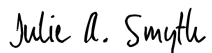
As stated in the RFA, following announcement of this award decision, all submissions in response to the RFA are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

This award decision is conditioned upon final approval by the State Procurement Review Committee.

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

Sincerely,

DocuSigned by:

  
Julie A. Smyth

[Julie.a.smyth@maine.gov](mailto:Julie.a.smyth@maine.gov)

Director, Office of School and Student Supports



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 26, 2022

[lsinclair@mtbluersd.org](mailto:lsinclair@mtbluersd.org)

**SUBJECT:** Notice of Conditional Contract Award under RFA #202202018, Community Schools

Dear Ms. Sinclair,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Department of Education for Community Schools. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award to the following applicants:

- Biddeford Primary School
- Cape Cod Hill School
- Talbot Community School

The applicants listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned applicants soon regarding next steps.

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

This award decision is conditioned upon final approval by the State Procurement Review Committee.

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

Sincerely,

DocuSigned by:

*Julie A. Smyth*  
Julie A. Smyth

[Julie.a.smyth@maine.gov](mailto:Julie.a.smyth@maine.gov)

Director, Office of School and Student Supports



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 26, 2022

[hannaan@portlandschools.org](mailto:hannaan@portlandschools.org)

**SUBJECT:** Notice of Conditional Contract Award under RFA #202202018, Community Schools

Dear Ms. Hanna,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Department of Education for Community Schools. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award to the following applicants:

- Biddeford Primary School
- Cape Cod Hill School
- Talbot Community School

The applicants listed above received the evaluation team's highest rankings. The Department will be contacting the aforementioned applicants soon regarding next steps.

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

This award decision is conditioned upon final approval by the State Procurement Review Committee.

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

Sincerely,

DocuSigned by:

*Julie A. Smyth*

Julie A. Smyth

[Julie.a.smyth@maine.gov](mailto:Julie.a.smyth@maine.gov)

Director, Office of School and Student Supports



**STATE OF MAINE  
DEPARTMENT OF EDUCATION**

**Janet T. Mills  
Governor**

**Pender Makin  
Commissioner**

May 26, 2022

[Jennifer.goodwin@rsu34.org](mailto:Jennifer.goodwin@rsu34.org)

**SUBJECT:** Notice of Conditional Contract Award under RFA #202202018, Community Schools

Dear Ms. Goodwin,

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Department of Education for Community Schools. The Department has evaluated the proposals received using the evaluation criteria identified in the RFA, and the Department is hereby announcing its conditional contract award to RSU #34 as a reapplicant.

Your reapplication for this two-year process fully met our expectations. The Department will be contacting you soon regarding next steps.

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

This award decision is conditioned upon final approval by the State Procurement Review Committee.

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

Sincerely,

DocuSigned by:

*Julie A. Smyth*

Julie A. Smyth

[Julie.a.smyth@maine.gov](mailto:Julie.a.smyth@maine.gov)

Director, Office of School and Student Supports

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Biddeford Primary School**  
**DATE: May 12, 2022**

**SUMMARY PAGE**

**Department Name:** Education  
**Name of RFP Coordinator:** Julie Smyth  
**Names of Evaluators:** Mary Herman, Amelia Lyons, and Jon Monroe

<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)		
• Eligibility Assurance	<b>4.12.22</b>	
• Level of Economic Disadvantage	<b>46.1%</b>	
• Community Partner Checklist	<b>Yes</b>	
• Community Needs Assessment Checklist	<b>Yes</b>	
• Project Goals Ratings	<b>Yes</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Community School Plan	<b>50</b>	<b>47</b>
Activities or Resources – 5 Coordination, Integration – 10 Clearly addressed plan - 10 Delineated goals - 10 Family engagement - 9 Progress monitoring - 3		
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>
Budget reasonability – 10 Budget RFI - 15		
Section IV. Competitive Priority	<b>25</b>	<b>23</b>
Audits – 10 Partnerships - 8 Team - 5		
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>95</u></b>



**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Biddeford Primary School**  
**DATE: May 12, 2022**

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

Identified a unique need for legal guidance to support families  
Would have liked more information on how you arrived at the Community Needs Assessment – brainstorm?  
Series of meetings?  
More information on the veteran connection/rationale would have been useful

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Biddeford Primary School**  
**DATE: May 12, 2022**

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

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Community School Plan	<b>50</b>	<b>47</b>

**Evaluation Team Comments:**

Mental health needs identified; food access linked to needs assessment; school vacation camps based on success from 2020  
Several of current or potential partners eager to explore benefits of integrating service delivery – shows explicit discussion for this work  
Seem to be maximizing existing and potential city resources  
Identified three clear needs and followed through with the planning to support  
Appreciated the specific mention of Shifa ME to support students and families  
Addressed relative lack of local services  
Safe, welcoming, and belonging – would have liked to have seen more emphasis here regarding family engagement....measurable goals of attendance? Review team does not want team to settle for “seat time”  
Garden concern – review team would have liked to see more information on the role of the garden and how you can ensure it will strengthen connectivity and community involvement  
Student family surveys and focus group discussions as evidence are our recommendations beyond truancy and chronic absenteeism

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Biddeford Primary School**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>

---

**Evaluation Team Comments:**

Interesting approach with the office construction...outside-the-box thinking  
Sustainability of volunteer legal service?

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Biddeford Primary School**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Competitive Priority Points	<b>25</b>	<b>23</b>

**Evaluation Team Comments:**

Knowledge of available resources is evident  
Solid team composition  
Strong letters of support

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Mt. Blue**  
**DATE: May 12, 2022**

**SUMMARY PAGE**

**Department Name:** Education  
**Name of RFA Coordinator:** Julie Smyth  
**Names of Evaluators:** Mary Herman, Amelia Lyons, and Jon Monroe

<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)		
• Eligibility Assurance	<b>4.12.22</b>	
• Level of Economic Disadvantage	<b>43.8%</b>	
• Community Partner Checklist	<b>Yes</b>	
• Community Needs Assessment Checklist	<b>Yes</b>	
• Project Goals Ratings	<b>Yes</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Community School Plan	<b>50</b>	<b>47</b>
Activities or Resources – 5 Coordination, Integration – 8 Clearly addressed plan - 10 Delineated goals - 10 Family engagement - 9 Progress monitoring - 5		
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>
Budget reasonability – 10 Budget RFI - 15		
Section IV. Competitive Priority	<b>25</b>	<b>12</b>
Audits - 3 Partnerships - 4 Team - 5		
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>84</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Mt. Blue**  
**DATE: May 12, 2022**

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

Clearly identified community partners with a wide range of meeting needs – significant commitment noted.

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Mt. Blue**  
**DATE: May 12, 2022**

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

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Community School Plan	<b>50</b>	<b>47</b>

**Evaluation Team Comments:**

Review team appreciated that student survey feedback was incorporated throughout the plan.  
Solid partnerships either established or in planning –  
Very consistent in addressing priorities to create enrichment opportunities for students and families  
Business station and use of community members for career enrichment – out-of-the-box thinking!  
Family engagement efforts – review team would have liked to see more emphasis  
Would have liked to have seen more diverse attention to other student groups; ie McKinney-Vento, Multilingual, Special Ed

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Mt. Blue**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>

---

**Evaluation Team Comments:**

Review team will be interested in the intervention data through Edmentum or similar platform  
Appreciated the compensation for community member or parent offering after-school activities  
Had to search for information on High Touch; High Tech of Maine  
Would have liked to see more explanation on how a therapy pet will positively and culturally impact specific student needs



**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Mt. Blue**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION IV  
Cost Proposal**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Competitive Priority Points	<b>25</b>	<b>12</b>

**Evaluation Team Comments:**

Review Team could not award full points for audits as the links were not accessible  
Five partners are identified – two letters of support received – wide range of support  
Team constitutes a range of expertise and diversity of thought

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Gerald Talbot Community School**  
**DATE: May 12, 2022**

**SUMMARY PAGE**

**Department Name:** Education  
**Name of RFP Coordinator:** Julie Smyth  
**Names of Evaluators:** Mary Herman, Amelia Lyons, and Jon Monroe

<b><u>Pass/Fail Criteria</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
Section I. Preliminary Information (Eligibility)		
• Eligibility Assurance	<b>2.4.2020</b>	
• Level of Economic Disadvantage	<b>41.7%</b>	
• Community Partner Checklist	<b>Yes</b>	
• Community Needs Assessment Checklist	<b>Yes</b>	
• Project Goals Ratings	<b>Yes</b>	
<b><u>Scoring Sections</u></b>	<b><u>Points Available</u></b>	<b><u>Points Awarded</u></b>
Section II. Community School Plan	<b>50</b>	<b>50</b>
Activities or Resources – 5 Coordination, Integration – 10 Clearly addressed plan - 10 Delineated goals - 10 Family engagement - 10 Progress monitoring – 5		
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>
Budget reasonability – 10 Budget RFI - 15		
Section IV. Competitive Priority	<b>25</b>	<b>25</b>
Audits – 10 Partnerships - 10 Team - 5		
<b><u>Total Points</u></b>	<b><u>100</u></b>	<b><u>100</u></b>

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Gerald Talbot Community School**  
**DATE: May 12, 2022**

**OVERVIEW OF SECTION I  
Preliminary Information**

Section I. Preliminary Information

---

**Evaluation Team Comments:**

Cited ML population and addressed academic concerns  
Shared a lot of evidence to increase food security  
Current work with data innovation project through USM highlighted theory of change and logic model – very impressive

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Gerald Talbot Community School**  
**DATE: May 12, 2022**

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

	<u>Points Available</u>	<u>Points Awarded</u>
Section II. Community School Plan	<b>50</b>	<b>50</b>

**Evaluation Team Comments:**

Infrastructure is in place; this plan takes into account staff, student, and family focus groups to guide next steps  
Review team appreciated the specificity of the needs to be addressed  
LOVE the Homework Diner idea! Your support is clear and justified! We see this as a service that will be highly utilized.  
Goals, metrics, and objectives clear and quite impressive  
Program evaluation survey data much appreciated  
Family school events and parent survey results also appreciated

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Gerald Talbot Community School**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION III  
Proposed Services**

	<u>Points Available</u>	<u>Points Awarded</u>
Section III. Budget & Budget Narrative	<b>25</b>	<b>25</b>

---

**Evaluation Team Comments:**

Appreciate the focus on personnel to support this work  
Appreciate attention to National Community Schools Conference to support staff

**STATE OF MAINE  
TEAM CONSENSUS EVALUATION NOTES**

**RFA# 202202018**  
**RFA TITLE: Community Schools**  
**APPLICANT: Gerald Talbot Community School**  
**DATE: May 12, 2022**

**EVALUATION OF SECTION IV  
Competitive Priority Points**

	<u>Points Available</u>	<u>Points Awarded</u>
Section IV. Competitive Priority Points	<b>25</b>	<b>25</b>

**Evaluation Team Comments:**

Audit reviewed by school board extensive  
Impressive MOUs and LOSs  
Team composition strong but somewhat concerned there is no special educator

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Biddeford School Department

DATE: 5/11/22

EVALUATOR NAME: Amelia Lyons

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

- I. *Eligibility assurance - yes*
- II. *Level of economic disadvantage – 46.1%*
- III. *Community partners*
  - A. *Medical/dental*
  - B. *Mental health/counseling*
  - C. *Phys ed activities*
  - D. *Community service and service learning*
  - E. *Parenting ed*
  - F. *Nutrition ed*
  - G. *Summer/afterschool enrichment*
  - H. *Legal*
  - I. *Homeless prevention services*
  - J. *Transportation*
  - K. *Hopeful collabs: kids peace, bidd heritage center, retired lawyer? Current collabs: spurwink, day one, Biddeford rec dept, BLAST learning works, UNE, opp alliance foster grandparents, coastal healthy communities coalition*
- IV. *Community needs assessment*
  - A. *All except civic needs*
  - B. *See appendix B*
- V. *Project goals*
  - A. *Primary goals – improve coordination and integration, ensure physical SEL well being to come to school ready to engage, Engage business community and other comm orgs as partners*
  - B. *Secondary goals—promoting family engagement, enabling better use of resources*
  - C. *Low priority – improve learning by support for college ready*
  - D. *Enable educators to complement each other*
  - E. *Engaging students as resources for their communities*
- VI. *Community school plan*
  - A. *Food insecurity, mental, health, and legal resources.*
  - B. *Community garden*
  - C. *School vacation camp*
  - D. *Community school coordinator*
  - E. *Mention of ShifaME – specific resource for newcomers*
  - F.
- VII. *Budget = 50k*
  - A. *Personnel 12k, non instructional materials 18k, transportation 2k, community garden 2500, other 15500 (vaca camps)*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Biddeford Primary School

DATE: May 12, 2022

EVALUATOR NAME: Mary Herman

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

Pass/Fail:

Eligibility: April 12 board meeting.

Economic Disadvantage: 46.1%

Community Partner Checklist: yes (5)

Community Needs Assessment: yes

Community School Plan:

1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

It looks like a lot of work was done to bring together all the resources available in the area and understand how they could fit together in the community school plan. This really shows commitment.

2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

They have narrowed down to focus on key partnerships with KidsPeace, Spurwink and the Biddeford Heritage and Cultural Center. These look like relationships that could really benefit their students and families.

3. Plan clearly addresses the community needs identified in Section B.

Building on a Spurwink partnership to fill needs in social and emotional support. KidsPeace increases their capacity in behavioral therapy. The heritage center builds support in family engagement. They have also identified a need for low cost legal support and identified a partner. Looking to increase access to enrichment with Vacation Camp.

4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.

Eliminating barriers to supports and enrichment, building trust, and meeting basic physical and emotional needs. Success will be greater access to services. Would have liked to see more emphasis on gauging family response.

5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.

Focusing on family and student participation and behavioral outcomes like truancy.



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Biddeford Primary School

**DATE:** May 12, 2022

**EVALUATOR NAME:** Mary Herman

**EVALUATOR DEPARTMENT:** Education

6. Plan details what evidence will indicate progress toward meeting the highest priority goals

See above.

Budget:

1. Budget is reasonable and justifiable for accomplishing set goals.

No budget mentioned for legal services. Large expense for preparing space for partners?

2. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services

Yes. I don't see any problems here.

Competitive Points:

Meets all the requirements.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018  
**RFA TITLE:** Community Schools  
**APPLICANT NAME:** Biddeford School Department  
**DATE:** May 11, 2022  
**EVALUATOR NAME:** Jon Monroe  
**EVALUATOR DEPARTMENT:** Education

\*\*\*\*\*

**Individual Evaluator Comments:**

<b>Eligibility Assurance (A)</b>	<b>Appendix A references April 12, 2022 Biddeford School Dept school committee meeting approving submission of the community school grant application</b>	
<b>Level of Economic Disadvantage (B)</b>	<b>46.1%</b>	
<b>Community Partner Checklist (C)</b>	<b>Complete. Includes five confirmed partners and four written assurances of intent.</b>	
<b>Community Needs Assessment Checklist (D)</b>	<b>In Appendix B applicant provides a list of community resources arranged by type of need each addresses but does not describe the levels of community need in any of the areas specified in the application.</b>	
<b>Project Goals Ratings (E)</b>	<b>Complete. Emphasizing SEL and economic issues; access to services and integration</b>	
	<b>Limited Evidence</b>	<b>Adequate Evidence</b>
<b>Community School Plan (F)</b>		
1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.	The plan emphasizes food security, access to legal services, and access to SEL and mental health supports. The Community School Plan references the needs assessment and audit, which are both a list of resources and an assessment that lack of local resources hinders access to supports for many families. Although the "Community School Plan" and "Implementation" sections both mention that the plan is aligned to evidence of need, no evidence is presented of need outside of the aforementioned assessment of local	

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Biddeford School Department

**DATE:** May 11, 2022

**EVALUATOR NAME:** Jon Monroe

**EVALUATOR DEPARTMENT:** Education

	<p>resources. There is a discussion about expanding on existing partnership with Spurwink, for example and the benefits of increased access but no evidence that current resources do not meet needs.</p> <p>The Community Needs Assessment section does summarize a finding that indicates Biddeford lacks local service access and that many services are supplied out of the Portland area. This supports the focus on supporting access and reducing the costs of families to seek support. The community garden will serve a role as a local food security resource.</p> <p>Contracting with a legal services provider to increase local access to legal support. Expanding Spurwink and launching Kidspace partnerships to expand SEL and physical therapy support.</p> <p>In general, the plan shows a high awareness of the social, emotional, economic, and other benefits to families and students for increasing support and service integration and a strong commitment to positioning the school as a hub for integration of supports.</p>
<p>2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.</p>	<p>The Biddeford Cultural Center and the school will both serve as coordinating hubs. The Community Garden will help to increase family involvement. Actual and potential partners show evidence of being ready to coordinate services.</p>
<p>3. Plan clearly addresses the community needs identified in Section B.</p>	<p>The plan identifies and addresses three key needs (see above).</p>
<p>4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.</p>	<p>1. Coordination and integration are specifically addressed. 2. Programs supported include both physical and emotional supports. 3. Addresses needs of economically disadvantaged by providing access to high barrier/cost services and programs such as legal and vacation camp. 4. Addresses connections to business and community through Cultural and Heritage Center, vacation camp sponsorships and others.</p> <p>Not able to identify measureable outcomes.</p>
<p>5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.</p>	<p>These have been mentioned previously. However, I cannot find measureable outcomes. General notion of tracking service use is mentioned but this is short of a plan to measure success. Also mentions school outcome of truancy, but no indication of what this measure measures with respect to the planned supports.</p>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018  
 RFA TITLE: Community Schools  
 APPLICANT NAME: Biddeford School Department  
 DATE: May 11, 2022  
 EVALUATOR NAME: Jon Monroe  
 EVALUATOR DEPARTMENT: Education

6. Plan details what evidence will indicate progress toward meeting the highest priority goals.	See above.		
<b>Budget &amp; Budget Narrative (G)</b>			
7. Budget is reasonable and justifiable for accomplishing set goals.	The supports that can be wholly/partially funded are well worth the cost.		
8. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services.	15k supports vacation camp. Not sure that this balances with the role of the camp in the plan. No budget for legal services. Are these donated? Are they reliable and sustainable?  30k is allocated to start-up costs to house services at school and for a stipend for the coordinator, which would be a one-year stipend.		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Competitive Priority</b>	Up to 10 points	Up to 10 points	Up to 5 points

\* In reviewing applications for these funds, the Grant Review Team will prioritize SAUs in which at least 40% of the students are economically disadvantaged pursuant to [section 15675, subsection 2](#). If any funds remain, applicants with less than 40% of students who are economically disadvantaged will then be considered.

**A. Competitive Priority**

SAU applications that score at least 25 points – indicating the lowest level of “Adequate” criteria in the scoring rubric – will be eligible for Competitive Priority Points. Using the statutory language below as a guide, eligible SAUs may opt to show evidence of these best practices.

2. Audit. Following the designation or establishment of a community school, but prior to the opening of a community school, a school board shall conduct:

A. A community needs audit to identify the academic, physical, social, emotional, health, mental health and civic needs of students and their families that may affect student learning and academic achievement; [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

B. A community resource assessment of potential resources, services and opportunities available within or near the community that students, families and community members may access and integrate into the community school; and [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

The Department shall award competitive priority points for those applications meeting the following criteria:

<b>Competitive Priority Tasks</b>	<b>Points Available</b>
-----------------------------------	-------------------------

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Biddeford School Department

**DATE:** May 11, 2022

**EVALUATOR NAME:** Jon Monroe

**EVALUATOR DEPARTMENT:** Education

<p><b>Task 1</b> School Board reviewed and approved audits relating to community school project: Community Needs Audit; Community Resource Assessment; and/or Operations and Instructional Audit</p>	<p>It appears that this was done, although we have been presented only with the conclusions of these reports.</p>
<p><b>Task 2</b> Current partnerships are clearly established and collaborations in place. MOUs or letters of support accompany application.</p>	<p>This has been done.</p>
<p><b>Task 3</b> SAU has an existing team devoted to community partnerships. The team consists of a diverse group of stakeholders, including parents and students, if applicable. Teacher representation should be reflective of the SAU. Team is listed as part of application.</p>	<p>An extensive and knowledgeable team of stakeholders is specified.</p>

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Mt. Blue School Department

DATE: 5/11/22

EVALUATOR NAME: Amelia Lyons

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

- I. *Eligibility assurance – yes- 4/12/22 took action, vote of the board during the school board meeting. Evidence was link to board minutes*
- II. *Level of economic disadvantage- yes - = 43.8%*
- III. *Community partners – yes-*
  - A. *Medical, dental, mh, aca enrich, improve attendance, mentoring, PI, family lit, parenting ed, childcare, nutrition ed, remedial ed, summer/afterschool enrichment*
  - B. *UMaine Coop Ext 4H*
  - C. *Literacy Volunteers*
  - D. *Tooth Protectors Inc*
  - E. *Franklin County Healthy Community Coalition - potential*
- IV. *Community needs assessment – yes-*
  - A. *All except civic, other: enrichment opportunities. Highest indicators SEL, MH, Academic*
- V. *Project goals - yes*
  - A. *Primary- improve learning college ready, improve coord and integration, enable educators to complement, ensure children have physical SEL to come to school ready to engage, promote and enable family eng, engage business community*
  - B. *Secondary – more efficient use of resources, facilitate coordination of CBOs, nonprofits, etc. engage students as resources for their communities*
- VI. *Community school plan – yes-*
  - A. *Google doc - <https://docs.google.com/document/d/1BCwEaughPd3Xzlxza2dMvSF225FlrYkvGzqE5E6xT70/edit>*
  - B. *Afterschool programming for enrichment and SEL – arts, physical activity, small social groups, aca support. Mention of Spanish instruction? Parents with gifts and talents to offer enrichment. Data informed, high quality programs and services. Chronically absent Stipends for nurse and SW. Gardening*
  - C. *Evidence will be attendance rates, measure progress from tutoring, student survey feedback!!! Increased family eng. “we will bring opportunities to the students who would otherwise not have access in the rural area” Parents have limited access to office supplies, want to set up a business station for them – FRL, apply for jobs, etc.*
  - D. *dental health care, a clothing closet, vacation snack packs, toothbrushes/paste, hygiene products, instruction in Social/emotional skill development, instruction in Conflict resolution, and restorative justice*
  - E. *The evidence collected will be student attendance rates, reduction in student truancy numbers, student achievement on state testing measures as well as a parent feedback survey.*
  - F. *Would have liked to have seen more inclusion of McKinney-Vento specific information and plans*
- VII. *Budget*
  - A. *Personnel 20k, Instructional materials 4600 (SEL intervention software- ask for feedback on this with Kellie Bailey in contract- pilot program with this particular software?)*
  - B. *Non instruct – 8399*
  - C. *8500 contracted services – high touch, high tech of Maine?*
  - D. *Tech 2000*
  - E. *Scholarships for dental care 1500*
  - F. *Scholarships for before school care 2000*
  - G. *Emotional support dog – 2000 – what were the connections of this to needs?*
  - H. *Total 50k*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Mt. Blue School Department

DATE: May 12, 2022

EVALUATOR NAME: Mary Herman

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

Pass/Fail:

Eligibility: Yes. Provided evidence.

Economic Disadvantage: 43.8%

Community Partner Checklist: yes

Community Needs Assessment: yes

Community School Plan:

1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

It looks good. They are committing to implementing the BASE curriculum to address the SEL needs identified in the audit. They are supporting a coordinator position to promote integration and provide stipends to the school nurse and social worker to provide additional supports. Looks like a lot of thought went into matching needs to supports given the other things pressing on their time.

2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

The coordinator, nurse and social worker have clearly specified roles in coordinating supports.

3. Plan clearly addresses the community needs identified in Section B.

The SEL and enrichment needs are clearly addressed. They also reported on some physical needs in dental and nutrition that are given some support here. Emotional support dog is an interesting touch. Would like to see how that works.

4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.

The priorities are made pretty clear in the plan.

5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.

This part could have been clearer. They are working to reduce technological barriers and engage families in enrichment activities. Measurable outcome is participation.

6. Plan details what evidence will indicate progress toward meeting the highest priority goals

Focusing on truancy, attendance and academic outcomes.

Budget:

1. Budget is reasonable and justifiable for accomplishing set goals.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Mt. Blue School Department

**DATE:** [May 12, 2022](#)

**EVALUATOR NAME:** [Mary Herman](#)

**EVALUATOR DEPARTMENT:** Education

I like that they have budgeted for school nurse and social worker involvement in addition to the coordinator. It looks good.

2. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services

Yes. I don't see anything unreasonable or out of proportion.

Competitive Points:

They have done everything required. They should get all the points.



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018  
 RFA TITLE: Community Schools  
 APPLICANT NAME: Mt Blue  
 DATE: May 11, 2022  
 EVALUATOR NAME: Jon Monroe  
 EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

<b>Eligibility Assurance (A)</b>	<b>Includes a date of board action and a link to school board meeting of 4/12/2022 with vote declaring Cape Cod Hill School a community school.</b>	
<b>Level of Economic Disadvantage (B)</b>	<b>43.8%</b>	
<b>Community Partner Checklist (C)</b>	<b>Completed. 3 current and 1 potential partner, covering primary dental, mental health services, academic enrichment, student attendance support, parental involvement and family literacy, remedial ed., summer ed., parenting, childcare, nutrition, and mentoring and youth development. Includes signed letters of intent.</b>	
<b>Community Needs Assessment Checklist (D)</b>	<b>Completed. Used a stakeholder survey to identify priorities.</b>	
<b>Project Goals Ratings (E)</b>	<b>Complete</b>	
<b>Community School Plan (F)</b>		
1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.	First thing to note is that the list of partners covers the areas of need, with some partners covering multiple areas of need. The plan addresses both the specific goals of the project as well as addressing the essential attributes of a community school. The plan is highly detailed and specific about what it intends to accomplish and how these accomplishments will address needs identified in the audit.	

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018  
**RFA TITLE:** Community Schools  
**APPLICANT NAME:** Mt Blue  
**DATE:** May 11, 2022  
**EVALUATOR NAME:** Jon Monroe  
**EVALUATOR DEPARTMENT:** Education

	In addition, the plan for using the budget identifies specific activities and resources to acquire and assigns responsibility in many instances.		
2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.	Coordination is addressed both in the designation and support of a coordinator, stipends directed to the school social worker and nurse. Also in the support provided for enrichment after school and during the summer and in the supports acquired to develop family engagement capabilities through the cooperative extension and Franklin Healthy Community Coalition.		
3. Plan clearly addresses the community needs identified in Section B.	The primary gap identified in the audit was in the area of enrichment and this is amply addressed, as noted above.		
4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.	While the priority goals are many, the overall thread of emphasis on enrichment is clear. The audit of needs as well as the report narrative indicate that about half of the students need intensive physical and emotional supports and half need enrichment. The audit of resources indicated that this was a gap, or area of weakness. Therefore they have focused the current project on filling the enrichment/academic support gap, while also addressing physical and emotional needs through existing programs and new partnerships.		
5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.	See below		
6. Plan details what evidence will indicate progress toward meeting the highest priority goals.	The evidence collected will be student attendance rates, reduction in student truancy numbers, student achievement on state testing measures as well as a parent feedback survey. Plan indicates that the school will track attendance in enrichment activities and participation in school council meetings.		
<b>Budget &amp; Budget Narrative (G)</b>			
7. Budget is reasonable and justifiable for accomplishing set goals.	The budget is very specific and supports a number of resources. All of these align to project goals very clearly		
8. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services.	The plan is good. The amount of the grant is standardized. There is no systematic way to quantify or compare expected results (the benchmark is establishment of a school that will function as a community school and will produce benefits in line with the needs and the plan). Therefore, I see no reason not to grade this as excellent.		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Competitive Priority</b>	Up to 10 points	Up to 10 points	Up to 5 points

\* In reviewing applications for these funds, the Grant Review Team will prioritize SAUs in which at least 40% of the students are economically disadvantaged pursuant to

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Mt Blue

DATE: May 11, 2022

EVALUATOR NAME: Jon Monroe

EVALUATOR DEPARTMENT: Education

[section 15675, subsection 2](#). If any funds remain, applicants with less than 40% of students who are economically disadvantaged will then be considered.

**A. Competitive Priority**

SAU applications that score at least 25 points – indicating the lowest level of “Adequate” criteria in the scoring rubric – will be eligible for Competitive Priority Points. Using the statutory language below as a guide, eligible SAUs may opt to show evidence of these best practices.

2. Audit. Following the designation or establishment of a community school, but prior to the opening of a community school, a school board shall conduct:

A. A community needs audit to identify the academic, physical, social, emotional, health, mental health and civic needs of students and their families that may affect student learning and academic achievement; [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

B. A community resource assessment of potential resources, services and opportunities available within or near the community that students, families and community members may access and integrate into the community school; and [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

The Department shall award competitive priority points for those applications meeting the following criteria:

<b>Competitive Priority Tasks</b>	<b>Points Available</b>
<b>Task 1</b> School Board reviewed and approved audits relating to community school project: Community Needs Audit; Community Resource Assessment; and/or Operations and Instructional Audit	Complete
<b>Task 2</b> Current partnerships are clearly established and collaborations in place. MOUs or letters of support accompany application.	Partnerships clearly identified, clear purposes, with letters of intent
<b>Task 3</b> SAU has an existing team devoted to community partnerships. The team consists of a diverse group of stakeholders, including parents and students, if applicable. Teacher representation should be reflective of the SAU. Team is listed as part of application.	Complete.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Portland School Department

DATE: 5/11/22

EVALUATOR NAME: Amelia Lyons

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

- I. *Eligibility assurance- yes 2.4.20*
- II. *Level of economic disadvantage- 41.7%*
- III. *Community partners- yes*
  - A. *Medical/dental, mg, phys ed, aca enrich, instructional support, improve attendance, mentoring, ECE, pi, childcare, nutrition ed, remedial ed, summer or afterschool enrichment and learning*
  - B. *Learningworks, Foodcorps, PHA, Boys and Girls club, CC food security council, seachange yoga*
- IV. *Community needs assessment*
  - A. *Academic needs – 50% multilingual*
  - B. *19% spc ed*
  - C. *SWP title i*
  - D. *Test scores 37% meet reading MEAs 12% math*
  - E. *Physical needs – food, clothing, school supplies.*
  - F. *Social needs – parents identified need*
  - G. *Emotional needs – lowest scored item was “I like school” students had lowest confidence in their success.*
  - H. *Health needs – dental care, GPH, why not collab with gateway??*
  - I. *Mh needs- 120 students sw services on reg basis. Second step curric. Restorative circles,*
  - J. *Civic needs – housing assistance and childcare needs – 18 MV students (specifically mentioned!)*
- V. *Project goals*
  - A. *Improve student learning, improve coordination, enable educators to complement, ensure students ready to engage, promote family engagement,*
  - B. *Secondary – enable better use of resources, facilitate coordination, engage students as resources, engage business community*
- VI. *Community school plan*
  - A. *Worked with data innovation project from USM to create theory of change and logic models*
  - B. *Year one implementation offered so many afterschool programming variety*
  - C. *Interrelated wraparound supports – homework diner coord, walking school bus coord*
  - D. *Homework diner - love this!!!*
  - E. *Comic book club*
  - F. *Probably under identification of MV students based on poverty rates*
  - G. *Evidence of progress – academic achievement, attendance at events, improve FE*
- VII. *Budget*
  - A. *32000 personnel*
  - B. *2k instruction materials*
  - C. *5k non instruction materials*
  - D. *2500 contracted services*
  - E. *5k transportation*
  - F. *3500 national conference for community schools- a great addition!*
- VIII. *Identified Partners*
- IX. *Signed letters of intent to partner*

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Gerald Talbot Community School

DATE: May 12, 2022

EVALUATOR NAME: Mary Herman

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

\*\*\*\*\*

**Individual Evaluator Comments:**

Pass/Fail:

Eligibility: April 12 board meeting.

Economic Disadvantage: 46.1%

Community Partner Checklist: yes (5)

Community Needs Assessment: yes

Community School Plan:

1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

First of all, the level of detail and preparation for this proposal was outstanding. They were very specific in the measures used to identify community and school needs. They identified their priorities very clearly and followed them through to the budget. Identified challenges due to a high ELL population, emerging gaps in test scores, high local poverty and other issues they have been experiencing.

The school seeks to expand its work promoting academic success and access to enrichment and also to begin focusing on family and community involvement.

2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.

The school already has experience in coordinating and integrating supports in the context of a community school. There is already a coordinator and functioning community school board. Plan indicates that they have already developed habits of coordinating with their partners. The centerpiece of their family engagement initiative is a very promising program called Homework Diner which builds on existing food partnerships.

3. Plan clearly addresses the community needs identified in Section B.

Yes. As already mentioned the plan does an excellent job of connecting the dots.

4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.

They have specified not only measurable outcomes but specific performance goals in academics and behavior.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Talbot Elementary School/Portland

**DATE:** May 12, 2022

**EVALUATOR NAME:** Mary Herman

**EVALUATOR DEPARTMENT:** Education

5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.

6. Plan details what evidence will indicate progress toward meeting the highest priority goals  
Yes. As mentioned above, their goals are specific and measurable and would constitute evidence of progress.

**Budget:**

1. Budget is reasonable and justifiable for accomplishing set goals.  
It appears so.

2. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services

They did a fantastic job with this proposal. I expect they will have good results. The budget is very reasonable.

**Competitive Points:**

Meets all the requirements.

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018

RFA TITLE: Community Schools

APPLICANT NAME: Portland School Department

DATE: May 11, 2022

EVALUATOR NAME: Jon Monroe

EVALUATOR DEPARTMENT: Education

\*\*\*\*\*

**Individual Evaluator Comments:**

<b>Eligibility Assurance (A)</b>	<b>Designated 2/4/20. Evidence is board minutes.</b>	
<b>Level of Economic Disadvantage (B)</b>	<b>41.7%</b>	
<b>Community Partner Checklist (C)</b>	<b>Complete. 4 current and 1 potential partner. Evidence provided in Appx. A. Focused on supporting food security and academic/enrichment</b>	
<b>Community Needs Assessment Checklist (D)</b>	<b>Complete. Details and evidence provided in each area of need. Talbot is a community eligibility school.</b>	
<b>Project Goals Ratings (E)</b>	<b>Complete</b>	
<b>Community School Plan (F)</b>		
1. Activities or resources are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.	The needs survey as well as student outcomes/needs (high proportion of ELL, low standard test performance in English and math) support a focus on the academic support and enrichment spectrum of supports. They also noted concerning survey results and other evidence, such as high rate of poverty, indicating low preparedness to attend school, which indicates a need for, among programs already underway, to increase food security support.	
2. Coordination, integration, and enhancement of services listed in Section A are clearly specified, relevant, and connected to the Community Needs Assessment in Section C.	The plan focuses on supporting after school programming/physical support. The overall description of their programming indicates that the gaps they seek to fill in this area fit into an established network of supports.	

**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

RFA #202202018  
**RFA TITLE:** Community Schools  
**APPLICANT NAME:** Portland School Department  
**DATE:** May 11, 2022  
**EVALUATOR NAME:** Jon Monroe  
**EVALUATOR DEPARTMENT:** Education

3. Plan clearly addresses the community needs identified in Section B.	The after school supports clearly fill a gap and will help the school to address both physical and academic needs. This supports a population with a high proportion of families using public assistance, requiring additional academic and emotional support, high poverty and McKinney-Vento participation.		
4. High priority goals from A through I are delineated and are clearly addressed with goals, objectives, and measurable outcomes.	The focus on physical and academic needs is maintained all the way through to budgeting.		
5. Plans to increase family and community involvement in education have clear goals, objectives, and measurable outcomes.	Supporting family transportation supports the existing plan to engage families overall and specifically in the areas school planning and enrichment. The plan is comprehensive and well-supported with evidence. Outcomes measurable through feedback loops and pre/post surveys for program participants. The Homework Diner program, which is the target for this grant, specifically addresses family engagement by encouraging community participation and family attendance.		
6. Plan details what evidence will indicate progress toward meeting the highest priority goals.	The program targets academic progress, with specific improvement goals, student engagement in the after school programming, with specific attendance and progress goals, and family participation.		
<b>Budget &amp; Budget Narrative (G)</b>			
7. Budget is reasonable and justifiable for accomplishing set goals.	The cost appears very reasonable, covering both human and material resources for a potentially large group of participants.		
8. The project represents a good return for the investment (money, time) along with the amount and quality of proposed matching funds or services.	The program interlocks very well with both needs and existing resources. There is no reason not to expect this to have a good impact.		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Competitive Priority</b>	Up to 10 points	Up to 10 points	Up to 5 points

\* In reviewing applications for these funds, the Grant Review Team will prioritize SAUs in which at least 40% of the students are economically disadvantaged pursuant to [section 15675, subsection 2](#). If any funds remain, applicants with less than 40% of students who are economically disadvantaged will then be considered.

**A. Competitive Priority**

SAU applications that score at least 25 points – indicating the lowest level of “Adequate” criteria in the scoring rubric – will be eligible for Competitive Priority Points. Using the statutory language below as a guide, eligible SAUs may opt to show evidence of these best practices.

**2. Audit.** Following the designation or establishment of a community school, but prior to the opening of a community school, a school board shall conduct:



**STATE OF MAINE  
INDIVIDUAL EVALUATION NOTES**

**RFA #202202018**

**RFA TITLE:** Community Schools

**APPLICANT NAME:** Portland School Department

**DATE:** May 11, 2022

**EVALUATOR NAME:** Jon Monroe

**EVALUATOR DEPARTMENT:** Education

A. A community needs audit to identify the academic, physical, social, emotional, health, mental health and civic needs of students and their families that may affect student learning and academic achievement; [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

B. A community resource assessment of potential resources, services and opportunities available within or near the community that students, families and community members may access and integrate into the community school; and [PL 2015, c. 267, Pt. GGG, §1 (NEW).]

The Department shall award competitive priority points for those applications meeting the following criteria:

<b>Competitive Priority Tasks</b>	<b>Points Available</b>
<p><b>Task 1</b> School Board reviewed and approved audits relating to community school project: Community Needs Audit; Community Resource Assessment; and/or Operations and Instructional Audit</p>	Complete
<p><b>Task 2</b> Current partnerships are clearly established and collaborations in place. MOUs or letters of support accompany application.</p>	Complete
<p><b>Task 3</b> SAU has an existing team devoted to community partnerships. The team consists of a diverse group of stakeholders, including parents and students, if applicable. Teacher representation should be reflective of the SAU. Team is listed as part of application.</p>	The team already manages an integrated system of supports.



STATE OF MAINE  
DEPARTMENT OF EDUCATION

Janet T. Mills  
Governor

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFA #202202018**  
**RFA TITLE: Community Schools**

I, Mary Herman accept the offer to become a member of the Request for Applications (RFA) Evaluation Team for the State of Maine Department of Education. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFA.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the applicants whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the applicant's company (N/A to RFAs); current or former Board membership; current or former employment with the applicant; current or former personal contractual relationship with the applicant (example: paid consultant); and/or current or former relationship to an applicant'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 applicant in the preparation of any proposal submitted in response to this RFA 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 Applications presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:

*Mary Herman*

5/3/2022

Signature

Date



STATE OF MAINE  
DEPARTMENT OF EDUCATION

Janet T. Mills  
Governor

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFA #202202018**  
**RFA TITLE: Community Schools**

I, Jonathan Monroe accept the offer to become a member of the Request for Applications (RFA) Evaluation Team for the State of Maine Department of Education. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFA.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the applicants whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the applicant's company (N/A to RFAs); current or former Board membership; current or former employment with the applicant; current or former personal contractual relationship with the applicant (example: paid consultant); and/or current or former relationship to an applicant'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 applicant in the preparation of any proposal submitted in response to this RFA 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 Applications presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

\_\_\_\_\_  
Signature

5/3/2022

\_\_\_\_\_  
Date



STATE OF MAINE  
DEPARTMENT OF EDUCATION

Janet T. Mills  
Governor

Pender Makin  
Commissioner

**AGREEMENT AND DISCLOSURE STATEMENT**  
**RFA #202202018**  
**RFA TITLE: Community Schools**

I, Amelia Lyons accept the offer to become a member of the Request for Applications (RFA) Evaluation Team for the State of Maine Department of Education. I do hereby accept the terms set forth in this agreement AND hereby disclose any affiliation or relationship I may have in connection with a bidder who has submitted a proposal to this RFA.

Neither I nor any member of my immediate family have a personal or financial interest, direct or indirect, in the applicants whose proposals I will be reviewing. "Interest" may include, but is not limited to: current or former ownership in the applicant's company (N/A to RFAs); current or former Board membership; current or former employment with the applicant; current or former personal contractual relationship with the applicant (example: paid consultant); and/or current or former relationship to an applicant'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 applicant in the preparation of any proposal submitted in response to this RFA 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 Applications presented during the review process until such time as the Department formally releases the award decision notices for public distribution.**

DocuSigned by:  
*Amelia Lyons*  
99EF5DDCF4FA4A8...

5/4/2022

Signature

Date