

**Name of Grant Program:** Community Adult Learning Center  
Adult Basic Education Programs for  
Incarcerated Adults

**Fund Code:** 285/563

**PART III – REQUIRED PROGRAM INFORMATION**

**Adult Basic Education Programs for Incarcerated Adults**

**REQUIRED NARRATIVE RESPONSES**

All applicants requesting funding to operate an Adult Basic Education program for Incarcerated Adults must respond to Sections I through V.

Applicants requesting set aside funds must respond to Section VI. Responses to Section VI Request for Set Aside Funds are not assigned any points.

All applicants must respond to Section VII.

**PAGE LIMITS**

Applicants applying to operate an Adult Basic Education program for Incarcerated Adults must limit their response to no more than 25 pages, single-spaced with 12 point font for Sections I - Assets and Needs through V - Evaluation/Continuous Improvement.

Applicants applying for set aside funds must limit their response to no more than 2 additional pages.

Responses to Section VII - Budget are not included in the page limit.

**PROGRAM SERVICE OPTIONS**

Applicants proposing to operate an Adult Basic Education program for Incarcerated Adults are eligible to apply for Participatory Health Education. This Program Service Option requires the submission of additional information. The responses to Part III - Required Program Information for this Program Service Option will be scored separately and have a separate page limit.



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**Please complete the following checklist: continued**

<b>Percentages of ethnic groups (Please identify groups below.):</b>	<b>Percentage</b>

<b>Percentages of racial groups (Please identify groups below.):</b>	<b>Percentage</b>

<b>Average numbers of those without a high-school diploma or GED:</b>	
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<b>Average numbers of those without a high-school diploma in the following categories:</b>	
<b>English and Native Language Literacy</b>	
1. ABE Lit (0-1.9)	
2. Beginning ABE (2-3.9)	
3. Pre-ASE (4-8.9)	
4. ASE (9-12)	

<b>Average numbers of those who have limited English proficiency:</b>	
<b>English for Speakers of Other Languages</b>	
1. ESOL (SPL 0-3)	
2. ESOL (SPL 4-5)	
3. ESOL (SPL 6-8)	

Also provide details of the educational, training, and support services that are already available to inmates from sources other than ABE funding from the Department of Education.

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## SECTION I. ASSETS AND NEEDS *continued*

### B.

1. List the communities in rank order that represent the residences of all inmates. Identify the communities that will be the focus of educational reintegration efforts.
2. Describe the program's efforts to include other organizations that have the potential to offer educational services to inmates upon release.

## SECTION II. ORGANIZATIONAL CAPACITY (15 Points)

### A.

1. Provide a brief summary of the organization's history, goals, and key achievements.
2. Describe the organization's experience and expertise providing Adult Basic Education services.
3. Describe the organization's structure and programs, including Board and Advisory Council involvement. If the applicant is part of a larger organization, describe how the larger organization will support the proposed ABE program. Submit an organizational chart in Appendix A.
4. Provide a summary of the agency's overall budget and describe the organization's capacity to manage the grant for which it is applying.

### B.

1. Describe how the agency ensures that staff members have the qualifications to carry out their responsibilities effectively. Include minimum qualifications for direct service staff. Include in Appendix B, the current resumes and job descriptions of all key staff (include Director/Coordinator, Site Coordinator Teacher, Counselor) or provide a chart in Appendix B that includes the following information about all key staff: name; position/title; ABE licensed; highest level of education attained; years of experience in ABE; years of experience in current role; and any additional comments. **Note:** If a staff member has an ABE license, he/she is considered *well qualified* and no additional information is necessary.
2. Describe plans for training and supporting direct service staff who have fewer than three years experience in the ABE field.
3. Provide information about staff who have pursued or are pursuing further educational credentials, including ABE licensure, while employed at the program.

### C.

1. Describe, with percentages and numbers, how the staff will reflect the racial/ethnic/cultural, and/or linguistic diversity of the target population to be served (e.g., staff sharing a common language other than English with the student population).
2. Describe how the program plans to maintain or increase the diversity of the program staff.

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### **SECTION III. PROFILE OF PROPOSED SERVICES (40 Points)**

#### **A.**

1. Based on the needs described in Question 1, describe the target population the program proposes to serve. Provide a rationale of how and why the target population was selected.
2. Describe how the proposed program design is responsive to the needs of the target population. Address how the proposed program design, including time of day, intensity, frequency, and duration of services, meets the needs of the target population. Describe how the program design addresses serving the adult learners who are most in need of literacy and language services.

#### **B.**

1. All applicants must submit a program design that is consistent with the Guidelines for effective ABE and the ABE Rates System. All applicants must complete and submit the following required elements of the Department of Education's web-based planning and reporting system, the System for Managing Accountability and Results Through Technology (SMARTT). (See Additional Information.)

#### **Elements of the SMARTT Plan**

- Class plan
- Class Funding Detail Sheet
- Flex/Set Aside/Foundation Sheet
- DOE Direct Staff Plan
- DOE Direct Staff Salary Analysis
- DOE Direct Project Staff Salary Report
- DOE Direct Summary Sheet
- DOE Direct Prototype Budget Sheet
- Administrative Cost Worksheet
- Non-DOE Staff Plan
- Non-DOE Project Staff Salary Report
- Non-DOE Summary Sheet
- Non-DOE Prototype Budget Sheet
- Summary (of both DOE and Non-DOE) Budget Sheet
- Summary (of both DOE and Non-DOE) Staff Plan.

*Hard copies of the above elements of the SMARTT plan must be submitted in Appendix C.*

#### **C.**

1. Describe how the needs of the target population are addressed through the proposed outreach, intake, and orientation processes.
2. Describe the approach that will be used to request students' social security numbers and information that will be used to verify employment and other outcomes (e.g., release of information form).
3. Provide an overview of the proposed initial assessment and placement procedures. Identify the initial assessment and placement tools that will be used.

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### **SECTION III. PROFILE OF PROPOSED SERVICES continued**

#### **D.**

1. Provide an overview of how ABE and ESOL curriculum will be developed and implemented to meet the needs of the target population and describe the role of the ABE Curriculum Frameworks in the curriculum development process.
2. Will the program use common planning time for staff? If yes, describe the process the program will use. If no, explain what formal processes will be used to ensure ongoing communication and sharing among staff.
3. Provide an overview of the instructional methodologies used to implement the ABE and/or ESOL curricula. Include strategies that address the needs of all students, including those students with basic skills and/or learning disabilities. Identify the foundation of research and effective practice on which the proposed methodologies and strategies are based.
4. Describe how the use of technology is incorporated into the instructional services. Include the percentage of students who have access to technology. Also identify the academic ranges of the students who have access to technology.

#### **E.**

1. Describe the educational counseling and ADA services that will be available to students. Identify one or two staff members with lead responsibility for counseling and ADA coordination.
2. If proposing that a staff member other than the designated counselor serve as the ADA Coordinator, identify that staff member and describe his/her qualifications.
3. If additional staff will be providing counseling, explain why the program will designate more than two staff as counselors.
4. Describe how the program will ensure that all students, including limited English proficient students have access to educational counseling.

#### **F.**

1. Provide an overview of the student goal setting process. Address the following components: initial goal setting; integrating student goals into the curriculum; ongoing goal setting; and documenting the achievement of student goals.

#### **G.**

1. Describe retention strategies used by the program to ensure that students remain in the program long enough to reach their goals.

#### **H.**

1. Describe the process and procedures the program will use to ensure that the students will be pre- and post-tested with the required assessments.
2. Describe how the staff will acquire and/or maintain the skills necessary to administer and score the required assessments.

#### **I.**

1. Provide an overview of how the program will provide students with opportunities to transition successfully to *next steps*, including higher education, occupational training, employment, etc.

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### **SECTION III. PROFILE OF PROPOSED SERVICES continued**

#### **J.**

1. Provide an overview of how the program will integrate workforce development activities and/or services.
  - a. Describe how these activities and/or services will be coordinated with or in collaboration with a workforce development partner (e.g., business, union, Career Center, Local Workforce Investment Board, Department of Transitional Assistance). Memoranda of Agreement should be included in Appendix D.

**OR**

- b. Describe how these activities and/or service will be coordinated with those already providing similar services in your organization.

**OR**

- c. Combine a and b.

### **SECTION IV. PAST PERFORMANCE (18 Points)**

#### **A.**

1. The Department will assign from 0 to 18 points based on the past performance of the applicant. Programs funded at any time during the multi-year funding period of FY2001 – FY2005 will be assigned points based on the following data: class attendance; average attended hours; percent of students pre- and post-tested; literacy gains; and attainment of student articulated goals. No narrative is required.

#### **B.**

1. Applicants that have not received adult basic education funding at any time during the FY2001 – FY2005 funding cycle must include in Appendix E the following information: data that verifies student attendance; average hours of student participation in instructional services; pre- and post-test results demonstrating learning gains (include the assessment tools used and a definition of learning gains); and a summary of the achievement of student articulated goals. Applicants must provide an overview of the data and accountability systems used to capture the above information. **Note:** The information required in Appendix E does not count towards the page limit.

### **SECTION V. EVALUATION/CONTINUOUS IMPROVEMENT (8 Points)**

#### **A.**

1. Describe how goals will be set for the program and how the ABE program administration supports the program in meeting its overall goals.
2. Describe the process that will be used to evaluate the effectiveness of the program and plan for continuous improvement. Include how data, the Indicators of Program Quality, and/or other criteria will be used in that process. Provide one or more examples of how data have been used by the program to improve services.

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## **SECTION VI. REQUEST FOR SET ASIDE FUNDS**

### **A.**

1. **Student Leadership** - Applicants requesting set aside funds for student leadership must answer the following questions:
  - a. Describe the proposed student leadership project. Include a description of the major activities and outcomes of the proposed project.
  - b. Describe specific leadership training that will be provided to adult learners.
  - c. Include the amount of funds requested for student leadership.

**Note:** Requests for funds must not exceed \$2,000.
2. **Education Reintegration Counselor** - Applicants requesting set aside funds for a .5 RTE Education Reintegration Counselor must respond to the following.
  - a. Describe what the program envisages as the responsibilities of an Education Reintegration Counselor.
  - b. Describe how the program thinks the first six months of the Education Reintegration Counselor's position should be spent.

## **SECTION VII. BUDGET (4 Points)**

### **A.**

1. Applicants must submit a budget narrative that provides details of the proposed expenditures, including hourly rates, weekly personnel time commitments, etc., for the requested grant. The budget narrative and required budget pages in the Standard Application for Grants for Fund Codes 285 and 563 should include the expenditures for set-aside funds and the Program Service Option, Participatory Health Education, if applicable.
2. The detailed budget narrative must correspond to the line item sequence of the required budget pages in the Department's Standard Application for Grants package.