

PART III – REQUIRED PROGRAM INFORMATION

Community Adult Learning Center Grant Program

SECTION I. COMMUNITY ASSETS AND NEEDS (15 Points)

A.

1. A chart listing the needs-based points, as identified in the 2000 United States Census for the 351 cities and towns in Massachusetts, is provided in the Additional Information section. Based on the level of need for ABE services in the applicant's primary community, the Massachusetts Department of Education will assign from 0 to 10 points. If an applicant is proposing to serve more than one city or town, the points assigned for need will be based on the average points assigned to those cities/towns.
2. List the primary community/communities the program proposes to serve and the number of points that apply to each community in the application. No narrative response is required.

B.

1. Using both primary and secondary data sources, describe the need for Adult Basic Education services in the primary community/communities the program proposes to serve.
2. Describe how the program has ensured that the needs of undereducated and/or limited English proficient constituencies, including the needs of adults functioning at the most basic literacy and language levels, will be addressed. Identify the strategies the program has used to ensure the involvement of one or more organizations (other than Department funded Adult Basic Education providers) in determining the Adult Basic Education needs in the community/communities to be served.
3. Provide examples of significant assets that have been leveraged to support student success as a result of partnerships with other organizations.

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 in 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 organization's overall budget and describe the organization's capacity to manage the grant for which it is applying.

B.

1. Describe how the organization ensures that staff members have the qualifications needed 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 (e.g., 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 their current role; and any additional comments.

Note: If a staff member has an ABE teacher license, he/she is considered *well qualified* and no additional information is necessary.

SECTION II. ORGANIZATIONAL CAPACITY – B. continued

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 both 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.

SECTION III. PROFILE OF PROPOSED SERVICES (40 POINTS)

A.

1. Based on the needs described in Section 1, describe the target population the program proposes to serve. Provide a rationale for 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 of classes and 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
- Volunteer Plan (if applicable)
- 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.

SECTION III. PROFILE OF PROPOSED SERVICES - continued

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.

D.

1. Provide an overview of how curriculum will be developed and implemented to meet the needs of the target population. Describe the role of the Massachusetts 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. 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. If additional staff will be providing counseling, explain why the program will designate more than two staff as counselors.
2. Describe how the program will ensure that all students, including limited English proficient students, have access to educational counseling.

F.

1. In addition to educational counseling, describe other support services (e.g., childcare, housing assistance, transportation) the program proposes to offer students through the program or a formal collaboration with other organizations.

G.

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.

H.

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

SECTION III. PROFILE OF PROPOSED SERVICES – continued

I.

1. Describe the process and procedures the program will use to ensure that a minimum of 70% of 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.

J.

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.

K.

1. Provide an overview of how the program will integrate workforce development activities and/or services. 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.

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 Department 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.

SECTION VI. APPLICANTS THAT ARE PROPOSING TO OFFER ENGLISH FOR SPEAKERS OF OTHER LANGUAGES SERVICES THAT INCORPORATE SIGNIFICANT CIVICS EDUCATION MUST ANSWER THE FOLLOWING QUESTIONS.

A.

1. Describe how the program will link ESOL instruction to civics education emphasizing the rights and responsibilities of citizenship, the naturalization process, civic participation, and United States History and government.
2. Identify the goals, major activities, and outcomes of the proposed English Language/Civics services proposed for FY2006.

Note: Section VI will be scored separately on a 1 to 5 scale. This score will not be counted toward the 100 points available to all applicants.

SECTION VII. REQUEST FOR SET-ASIDE FUNDS

A.

1. **Space** - Applicants requesting set-aside funds for space must respond to the following.
 - a. Provide a justification for the request for funding for space. Use the following formula to calculate the cost of space: number of square feet used by the proposed Community Adult Learning Center x cost per square foot of the space x the percent of usage of the space by the proposed program.
 - b. State the percent of the Community Adult Learning Center's space for which the applicant is requesting funding. Describe the source and amount of matching funds and state the amount of funds requested for space.
2. **Childcare** - Applicants requesting set-aside funds for childcare must respond to the following.
 - a. Describe the childcare that will be provided for students. Include a description of the childcare providers (e.g., volunteers, paid staff, licensed early childhood educators) and the facility that will be used.
 - b. Describe the matching funds or other resources that will be used to support the childcare. Include the source and amount of matching funds and the amount of funds requested for childcare.
3. **Student Transportation** - Applicants requesting set-aside funds for student transportation must respond to the following.
 - a. Describe the transportation that will be provided for students.
 - b. Describe the matching funds or other resources that will be used to support transportation for students. Include the source and amount of matching funds and the amount of funds requested for student transportation.
4. **Student Leadership** - Applicants requesting set-aside funds for student leadership must respond to the following.
 - 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.

SECTION VII. REQUEST FOR SET-ASIDE FUNDS – A. continued

5. **Staff Travel (Rural Programs Only)** - Applicants requesting set-aside funds for staff travel must respond to the following.
 - a. Provide a brief rationale for requesting funds to support staff travel. Include the number of sites, distance between sites, and the number of staff required to travel between sites for meetings, etc.
 - b. Include the amount of funds requested for staff transportation.

Note: Only applicants serving rural communities are eligible to apply for the staff travel set-aside funds.

Note: All requests for set-aside funds must be included in Section VIII. Budget.

SECTION VIII. 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 340, 345, and 359 must include the expenditures for set-aside funds and Program Service Options (ABE for the Homeless, Participatory Health Education, Family Literacy, and Volunteer Tutor Component).
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.