

Please disregard the scoring distribution in the RFP. This is a corrected version. (12/9/04)

Fund Code 287 - ABE Open and Competitive Multi-Year Request for Proposals –Scoring Criteria

Required Program Information	Grant Priorities
<p>SECTION I</p> <p>Community Assets and Needs</p> <p>(15 Points)</p>	<p>A. (5 points) Applicant: 1. Has provided an overview of the process used to determining the need for primary instructional services provided by volunteers.</p> <p>B. (10 points) Applicant: 1. Stated the communities the applicant proposes to serve. Used both primary and secondary data sources to describe the need for primary instructional services provided by volunteers in those communities. (5 Points) 2. Described how the program will ensure that the needs of adults most in need of literacy and language services will be met. (5 Points)</p>
<p>SECTION II</p> <p>Organizational Capacity</p> <p>(25 Points)</p>	<p>A. (10 points) Applicant: 1. Has provided a brief summary of the organization’s history, goals, and key achievements including the organization’s experience and expertise in providing Adult Basic Education services delivered primarily by volunteers. 2. Described the organization’s structure and programs, including Board of Director involvement, if any. Has submitted an organizational chart in Appendix A. 3. Has provided a summary of the agency’s overall budget and describes the organization’s capacity to manage the grant for which it is applying.</p> <p>B. (5 points) Applicant: 1. Has described how the organization will ensure that staff has the qualifications needed to carry out their responsibilities effectively. Included in Appendix B the current resumes and job descriptions of key staff or provided a chart in Appendix B that includes the following information: 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. <i>Note:</i> If a staff member has an ABE teacher license, he/she is considered <i>well qualified</i> and no additional information is necessary.</p> <p>C. (5 points) Applicant: 1. Described 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).</p> <p>D. (5 points) Applicant: 1. Described the organization’s strategies for retaining staff (e.g., competitive salary and benefits, adequate support).</p>

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<p>SECTION III</p> <p>Profile of Proposed Services</p> <p>(0-40 Points)</p>	<p>A. (8 points) Applicant: 1. Based on the needs described in Section I, has identified the target population that the program proposes to serve. Provided a rationale of how and why the target population was selected.</p>
	<p>B. (6 points) Applicant: 1. Projected the number of students who will be served annually, and provided a rationale for this projection.</p>
	<p>C. (No points assigned) Applicant: 1. Has completed and submitted the Volunteer Plan and the Staff Plan of the System for Managing Accountability and Results Through Technology (SMARTT). Has submitted a hard copy of the required elements of the SMARTT plan in Appendix C according to the instructions in the RFP.</p>
	<p>D. (2 points) Applicant: 1. Has described the network of collaborating organizations and/or sites that are part of and/or affiliated with the applicant organization and has described additional resources that collaborating organizations and/or sites contribute to the success of students.</p>
	<p>E. (2 points) Applicant: 1. Has provided an overview of the processes the organization uses to recruit and screen volunteers and described the organization's minimum expectations of volunteers. 2. Has projected the number of volunteers that the program will train and match with students and has provided the rationale for this projection.</p>
	<p>F. (2 points) Applicant: 1. Has described with percentages and numbers how the volunteers will reflect the racial/ethnic/cultural and linguistic diversity of the target populations (e.g., volunteers sharing a common language other than English with the target population).</p>

Required Program Information	Grant Priorities
<p>SECTION III (continued)</p> <p>Profile of Proposed Services</p>	<p>G. (3 points) Applicant: 1. Has described the training that the organization provides to volunteers and how the use of the ABE Curriculum Frameworks by volunteers is supported. An outline of the training provided to volunteers (maximum of two pages) is provided in Appendix G.</p>
	<p>H (2 points) Applicant: 1. Has described the processes to be used to place volunteers and to provide them with on-going support. A description of how volunteers' commitment is tracked and sustained.</p>
	<p>I. (3 points) Applicant: 1. Has described the processes the organization will use to recruit, screen, orient, and provide ongoing support to students. 2. Has provided an overview of proposed initial assessment and placement procedures and identified the initial assessment and placement tools that will be used.</p>
	<p>J. (2 points) Applicant: 1. Has described any additional instruction and support services that the program will provide to students.</p>
	<p>K. (2 points) Applicant: 1. Has provides an overview of the student goal-setting process that addresses the following components: initial goal setting, integrating student goals into the curriculum, on-going goal setting, and documenting the achievement of student goals.</p>
	<p>L. (2 points) Applicant: Has described retention strategies used by the program to ensure that students remain in the program long enough to reach their goals.</p>

Required Program Information	Grant Priorities
<p>SECTION III (continued)</p> <p>Profile of Proposed Services</p>	<p>M. (2 points) Applicant: 1. Has described the process and procedures the program will use to ensure students will be pre- and post-tested with the required assessments. 2. Has described how the staff will acquire and/or maintain the skills necessary to administer and score the required assessments.</p> <p>N. (2 points) Applicant: 1. Has provided an overview of how the program will provide students with opportunities to transition successfully to next steps, including but not limited to higher education, occupational training, employment, etc.</p> <p>O. (2 points) Applicant: Has described cooperative agreements that have been or will be established with Community Adult Learning Centers for the referral and transition of students who seek or would benefit from classroom-based instruction.</p>
<p>SECTION IV</p> <p>Evaluation/Continuous Improvement</p> <p>(15 Points)</p>	<p>A. (15 points) Applicant: 1. Has described how the program sets goals and how the ABE program administration supports the program in meeting its overall goals. (7 Points) 2. Has described the process that will be used to evaluate the effectiveness of the program and plan for continuous improvement. Applicant has included what criteria will be used to evaluate the program's effectiveness. Applicant has provided one or more examples of how data has been used by the program to improve the program's services. (8 Points)</p>
<p>SECTION V</p> <p>Budget</p> <p>(5 Points)</p>	<p>A. (5 points) Applicant: 1. Has submitted a budget narrative that provides details of the proposed expenditures including hourly rates, weekly personnel time commitments, etc., for the requested grant. This detailed budget narrative must correspond to the line item sequence of the required budget pages in the Department's Standard Application for Grants package.</p>