

**ABE for the Homeless - ABE Open and Competitive Multi-Year Request for Proposals –Scoring Criteria**

<b>Required Program Information</b>	<b>Grant Priorities</b>
<p><b>SECTION I</b></p> <p><b>Community Assets and Needs</b></p> <p><b>(0-20 Points)</b></p>	<p><b>A. (10 points)</b> Applicant:</p> <ol style="list-style-type: none"> <li>1. Provides an overview of the process used to determine the need for an ABE program for the homeless in the community; and (5 Points)</li> <li>2. Describes the scope of the need for ABE services for the homeless in the community. (5 Points)</li> </ol> <hr/> <p><b>B. (10 points)</b> Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes formal collaborations with other providers that will support the successful implementation of the proposed program and includes memoranda of agreement in Appendix D.</li> </ol>
<p><b>SECTION II</b></p> <p><b>Organizational Capacity</b></p> <p><b>(0-20 Points)</b></p>	<p><b>A. ( 7 points)</b> Applicant:</p> <ol style="list-style-type: none"> <li>3. Provides a brief summary of the organization’s experience and expertise in providing a) services for the homeless, and b) Adult Basic Education services.</li> </ol> <p><b>B. ( 7 points)</b> Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes how the organization ensures that staff has the qualifications needed to carry out their responsibilities effectively. Includes minimum qualifications for direct service staff. Includes in Appendix B, the current resumes and job descriptions of all key staff (e.g., Director/Coordinator, Site Coordinator, Teacher, Counselor) or provides 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. <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.</li> </ol> <p><b>A. (6 points)</b> Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes plans for training and supporting direct service staff who have fewer than three years experience in providing ABE services to the homeless.</li> </ol>

<b>Required Program Information</b>	<b>Grant Priorities</b>
<p><b>SECTION III</b></p> <p><b>Profile of Proposed Services</b></p> <p><b>(0-40 Points)</b></p>	<p><b>A. (10 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes the homeless population the program proposes to serve and how the program proposes to serve the target population based on the needs described in Section I. Explains how and why the target population was selected. (5 Points)</li> <li>2. Describes how the proposed program design is responsive to the needs of the homeless. Addresses how the proposed program design, including time of day of classes and intensity, frequency and duration of services, meets the needs of the homeless population. Describes how the program design addresses serving the adult learners who are most in need of literacy and language services. (5 Points)</li> </ol>
	<p><b>B. (No points assigned)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Submits a program design that is consistent with the Guidelines for Effective ABE and the ABE Rates System.</li> <li>2. Completes and submits the following required elements of the Department of Education’s (DOE) web-based planning and reporting system, the System for Managing Accountability and Results Through Technology (SMARTT): 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 and Summary (of both DOE and Non-DOE) Staff Plan.</li> <li>3. Submits hard copies of the above elements of the SMARTT plan in Appendix C.</li> </ol>
	<p><b>C. ( 5 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>0. Describes how the needs of the homeless are addressed through the proposed outreach, intake and orientation process.</li> <li>0. Describes 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).</li> <li>0. Provides an overview of the proposed initial assessment and placement procedures. Identifies the initial assessment and placement tools that will be used.</li> </ol>

Required Program Information	Grant Priorities
<p><b>SECTION III</b></p> <p><b>Profile of Proposed Services (continued)</b></p>	<p><b>B. (6 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Provides an overview of how curriculum will be developed and implemented to meet the needs of the target population and describes the role of the MA ABE Curriculum Frameworks in the curriculum development process.</li> <li>2. Identifies the use of common planning time. Applicant describes the process that will be used to provide common planning time for staff. If common planning time is not used, applicant explains what formal processes will be used to ensure ongoing communication and sharing among staff.</li> <li>3. Provides an overview of the instructional methodologies used to implement the ABE and/or ESOL curricula. Includes strategies that address the needs of all students including those students with basic skills and/or learning disabilities. Identifies the foundation of research and effective practice on which the proposed methodologies and strategies are based.</li> <li>4. Describes how the use of technology is incorporated into the instructional services. Includes the percentage of students who have access to technology. Also identifies the academic ranges of the students who have access to technology.</li> </ol>
	<p><b>C. (5 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes the educational counseling and ADA services that will be available to students. Identifies one or two staff members with lead responsibility for counseling and ADA coordination.</li> <li>2. If proposing that a staff member other than the designated counselor serve as the ADA Coordinator, identifies one or two staff members and describes his/her qualifications.</li> <li>3. If additional staff will be providing counseling, explains why the program will designate more than two staff as counselors.</li> <li>4. Describes how the program will ensure that all students, including limited English proficient students, will have access to educational counseling.</li> </ol>
	<p><b>D. (3 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Describes other support services, in addition to educational counseling (e.g., childcare, housing assistance, transportation), that the program proposes to offer students through the program or through a formal collaboration with other organizations.</li> </ol>
	<p><b>E. (3 points)</b>  Applicant:</p> <p>Provides an overview of the student goal-setting process. Addresses the following components: initial goal setting, integrating student goals into the curriculum, ongoing goal setting, and documenting the achievement of student goals.</p>

Required Program Information	Grant Priorities
<p><b>SECTION III</b></p> <p><b>Profile of Proposed Services (continued)</b></p>	<p><b>F. ( 2 points)</b>  Applicant:  1. Describes retention strategies used by the program to ensure that students remain in the program long enough to reach their goals.</p>
	<p><b>G. ( 2 points)</b>  Applicant:  1. Describes 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. Describes how the staff will acquire and/or maintain the skills necessary to administer and score the required assessments.</p>
	<p><b>H. ( 4 points)</b>  Applicant:  1. Provides an overview of how the program will provide students with opportunities to transition successfully to next steps, including higher education, occupational training, employment, etc.</p>
<p><b>SECTION IV</b></p> <p><b>Evaluation/Continuous Improvement</b></p> <p><b>(0-15 Points)</b></p>	<p><b>A. ( 7 points)</b>  Applicant:  1. Describes how the ABE for the Homeless program sets goals and how the ABE program administration supports the program in meeting its overall goals.</p> <p><b>B. ( 8 points)</b>  Applicant:  1. Describes the process that the ABE for the Homeless program will use to evaluate the effectiveness of the program and plan for continuous improvement. Includes the criteria the program will use to evaluate its effectiveness. Provides one or more examples of how data has been used by the program to improve the ABE for the homeless program, if applicable.</p>

Required Program Information	Grant Priorities
<p><b>SECTION V</b></p> <p><b>Budget</b></p> <p><b>(0-5 Points)</b></p>	<p><b>A. (5 points)</b>  Applicant:</p> <ol style="list-style-type: none"> <li>1. Provides a budget narrative describing details of the proposed expenditures including hourly rates, weekly personal time commitments, etc. for the requested grant. All Program Service Option expenditures must be described in a separate budget narrative and must also be incorporated into the budget for the Community Adult Learning Center.</li> <li>2. If applying only for ABE for the Homeless funding submits a budget narrative that provides details of the proposed expenditures including hourly rates, weekly personnel time commitments, etc. for the requested grant.</li> <li>3. All detailed budget narratives must correspond to the line item sequence of the required budget pages in the Departments Standard Application for Grants package.</li> </ol>