

### ABE Open and Competitive Multi-Year Request for Proposals –Scoring Criteria

Required Program Information	Grant Priorities Program Service Option 3-Family Literacy
<p><b>SECTION I</b></p> <p><b>Community Assets and Needs</b> (0-20 Points)</p>	<p><b>A. (20 Points)</b> Provides an overview of the process used to determine the need for family literacy in the community. Applicant explained the need for family literacy if identified in the applicant’s strategic plan and or school district improvement plan. Describes the scope of the need for family literacy services.</p>
<p><b>SECTION II</b></p> <p><b>Organizational Capacity</b> (0-20 Points)</p>	<p><b>A. (10 Points)</b> 1. Provides a brief summary of the organization’s experience and expertise in providing family literacy services.</p> <p><b>B. (5 Points)</b> 1.Describes formal collaborations with PreK through grade 2 education programs or public schools and/or family service providers that will support the successful implementation of the proposed program. Provides a brief summary of the family literacy related experience and expertise of collaborating organizations. Attached Memoranda of Agreement in Appendix D, outlines the roles and responsibilities of each partner and provides evidence of co-investment in the program.</p> <p><b>C. (5 Points)</b> 1.Describes how the agency will ensure that staff providing family literacy services has the qualifications 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 family literacy 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 current role; and any additional comments. (3 Points)</p> <p>Note: 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>2.Describes plans for training and supporting direct service staff who have fewer than three years experience in the ABE or family literacy field. (2 Points)</p>

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<p><b>SECTION III</b></p> <p><b>Profile of Proposed Services</b></p> <p><b>(0-40 Points)</b></p>	<p><b>A. (20 Points)</b></p> <p>1. Based on the needs described in Section I, describes the target population the program proposes to serve. Explains how and why the target population was selected. (10 Points)</p> <p>2. Describes how the proposed program design is responsive to the needs of the families. Addresses how the proposed program design meets the needs of the families. Describes how the design addresses serving the adult learners that are most in need of literacy and language services. (10 Points)</p> <p><b>B. (No points assigned)</b></p> <p>1. Applicant completes and submits the required elements of the System for Managing Accountability and Results Through Technology (SMARTT). See Additional Information: SMARTT Program Planning. A hard copy of the required elements of the SMARTT plan is submitted in Appendix C.</p> <p><b>Note:</b> All interactive literacy and parenting support classes should be entered as non-rates based.</p> <p><b>C. (20 Points)</b></p> <p>1. Describes the process that will be used to coordinate parenting support/education, interactive literacy, adult education, and the education components for children. (5 Points)</p> <p>2. Provides a brief description of the interactive literacy component. (5 Points)</p> <p>3. Provides a brief description of the parenting support/education component. (5 Points)</p> <p>4. Describes the process that will be used to assist parents in achieving at least one goal related to their children's learning. Addresses the following components: initial goal setting; integrating parents' goals into the curriculum; on-going goal setting; monitoring progress towards achieving that goal; and documenting the achievement of that goal. (5 Points)</p>
<p><b>SECTION IV</b></p> <p><b>Evaluation/Continuous Improvement</b></p> <p><b>(0-15 Points)</b></p>	<p><b>A. (15 Points)</b></p> <p>1. Describes how goals will be set for the family literacy component and how the ABE program administration supports the program in meeting its overall goals. (7 Points)</p> <p>2. Describes the process the program will use to evaluate the effectiveness of the family literacy component and plan for continuous improvement. Includes how the program will use data, the ABE Indicators of Program Quality, and/or other criteria in that process. Provides an example of how data have been used by the program to improve family literacy services, if applicable. (8 Points)</p>

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<b>SECTION V Budget (0-5 Points)</b>	<p><b>A (5 Points)</b></p> <p><b>1. Budget narrative</b> provides details of the proposed expenditures, including hourly rates, weekly personnel time commitments, etc., for the requested grant. Describes all Program Service Option expenditures in a separate budget narrative that is incorporated into the budget for the Community Adult Learning Center.</p> <p>All detailed budget narratives correspond to the line item sequence of the required budget pages in the Department's Standard Application for Grants package.</p>