

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 (0-15 Points)</p>	<p>A. To be filled in by DOE/Team: Pre-assigned needs points from Chart (0-10 Points) Applicant lists 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.</p> <p>B. (5 points) Applicant:</p> <ol style="list-style-type: none"> 1. Uses both primary and secondary data sources, describes the need for Adult Basic Education services in the primary community/communities the program proposes to serve. 2. Describes how the program has ensured that the needs of all undereducated and/or limited English proficient constituencies, including the adults most in need of adults functioning at the most basic literacy and language levels, will be addressed. Applicant identifies the strategies the program has used to ensure the involvement of one or more organizations (other than DOE funded Adult Basic Education providers) in determining the Adult Basic Education needs in the community/communities to be served. 3. Provides examples of significant assets that have been leveraged to support student success as a result of partnerships with other organizations.
<p>SECTION II</p> <p>Organizational Capacity (0-15 Points)</p>	<p>A. (5 points) Applicant:</p> <ol style="list-style-type: none"> 1. Provides a brief summary of the organization’s history, goals, and key achievements. 2. Describes the organization’s experience and expertise providing Adult Basic Education services. 3. Describes the organization’s structure and programs, including Board and Advisory council involvement. If the applicant is part of a larger organization, describes how the larger organization will support the proposed ABE program. Submits an organizational chart in Appendix A. 4. Provides a summary of the agency’s overall budget and describes the organization’s capacity to manage the grant for which it is applying. <p>B. (5 points)</p> <ol style="list-style-type: none"> 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. 2. Describes plans for training and supporting direct service staff who have fewer than three years experience in the ABE field. 3. Provides information about staff who have pursued or are pursuing further educational credentials, including ABE

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	<p>licensure, while employed at the program.</p> <p>C. (5 points)</p> <ol style="list-style-type: none"> 1. Describes, 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. Describes how the program plans to maintain or increase the diversity of program staff.
<p>SECTION III</p> <p>Profile of Proposed Services</p> <p>(0-40 Points)</p>	<p>A. (10 points) Applicant:</p> <ol style="list-style-type: none"> 1. Describes the target population the program proposes to serve and how the program proposes to serve the target population based on the needs described in Section I. Provides a rationale of how and why the target population was selected. 2. Describes how the proposed program design is responsive to the needs of the target population. Addresses 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. Describes how the program design addresses serving the adult learners who are most in need of literacy and language services. <p>B. (No points assigned)</p> <p>Submits 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 (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. Hard copies of the above elements of the SMARTT plan must be submitted in Appendix C.</p>

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	<p>C. (5 points)</p> <ol style="list-style-type: none"> 1. Describes how the needs of the target population are addressed through the proposed outreach, intake and orientation process. 2. 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). 3. Provides an overview of the proposed initial assessment and placement procedures. Identifies the initial assessment and placement tools that will be used. <hr/> <p>D. (6 points)</p> <ol style="list-style-type: none"> 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. 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. 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. 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.

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	<p>E. (5 points)</p> <p>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. If proposing that a staff member other than the designated counselor serve as the ADA Coordinator, identifies that staff member and describes his/her qualifications. If additional staff will be providing counseling, explains why the program will designate more than two staff as counselors.</p> <p>2. Describes how the program will ensure that all students, including limited English proficient students, have access to educational counseling.</p>
	<p>F. (2 points)</p> <p>1. In addition to educational counseling, describes 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.</p>
	<p>G. (3 points)</p> <p>1. 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>
	<p>H. (2 points)</p> <p>1. Describes retention strategies used by the program to ensure that students remain in the program long enough to reach their goals.</p>
	<p>I. (2 points)</p> <p>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.</p> <p>2. Describes how the staff will acquire and/or maintain the skills necessary to administer and score the required assessments.</p>
	<p>J. (2 points)</p> <p>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>

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	<p>K. (3 points) Provides an overview of how the program will integrate workforce development activities and/or services. Describes 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.</p>
<p>SECTION IV Past Performance (0-18 Points)</p>	<p>A. (18 points) 1. The Department assigns from 0 to 18 points based on past performance of the applicant. Programs funded at any time during the multi-year funding period of FY 2001-2005 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.</p> <p>B. 1. Applicants that have not received DOE adult basic education funding at any time during the FY 2001-2005 funding cycle 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. Applicant must provide an overview of the data and accountability systems used to capture the above information. <i>Note:</i> The information required in Appendix E does not count towards the page limit.</p>
<p>SECTION V Evaluation/Continuous Improvement (0-8 Points)</p>	<p>A. (8 points) 1. Describes how the program sets goals and how the ABE program administration supports the program in meeting its overall goals. Describes the process that will be used to evaluate the effectiveness of the program and plan for continuous improvement. Includes how data, the Indicators of Program Quality, and/or other criteria in that process. Provides one or more examples of how data has been used by the program to improve the program's services.</p>
<p>SECTION VI Civics Education (Scored separately 0- 5 Points)</p>	<p>A. (Scored from 0-5 points) 1. Describes 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. Identifies the goals, major activities and outcomes of the proposed English Language/Civics services proposed for FY 06. <i>Note:</i> Section VI will be scored separately on a scale of 1-5 points and this score will not be counted toward the</p>

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<p>SECTION VII Request for Set-Aside Funds</p>	<p>A</p> <p>1. Space Applicant:</p> <p>a. Provides a justification for the request for funding for space. Uses 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.</p> <p>b. States the percent of the Community Adult Learning Center's space for which the applicant is requesting funding. Describes the source and amount of matching funds and the amount of funds requested for space.</p>
	<p>2. Childcare Applicant:</p> <p>a. Describes the childcare that will be provided for students. Includes a description of the childcare providers (e.g. volunteers, paid staff, licensed early childhood educators) and the facility that will be used. Describes the matching funds or other resources that will be used to support the childcare. Includes the source and amount of matching funds and the amount of funds requested for childcare.</p>
	<p>3. Student Transportation Applicant:</p> <p>a. Describes the transportation that will be provided for students.</p> <p>b. Describes the matching funds or other resources that will be used to support transportation for students. Includes the source and amount of matching funds and the amount of funds requested for student transportation.</p>
	<p>4. Student Leadership Applicant:</p> <p>a. Describes the proposed student leadership project. Includes a description of the major activities and outcomes of the proposed project.</p> <p>b. Describes specific leadership training that will be provided to adult learners. Includes the amount of funds requested for student leadership. Note: Requests for funds must not exceed \$2,000.</p>

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	<p>5. Staff Travel (Rural Programs Only) Applicant:</p> <ul style="list-style-type: none"> a. Provides a brief rationale for requesting funds to support staff travel. Includes the number of sites, distances between sites, and number of staff required to travel between sites for meetings, etc. b. Includes the amount of funds requested for staff transportation. <p><i>Note:</i> Only applicants serving rural communities are eligible to apply for the staff travel set-aside funds.</p>
<p>SECTION VIII Budget (0-4 Points)</p>	<p>A. (4 points) Applicant has submitted 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, Volunteer Tutor Component). Detailed budget narrative corresponds to the line item sequence of the required budget pages in the Department's Standard Application for Grants package.</p>