Name of Grant Program: Adult Basic Education Transition to Community College  
Fund Code: 668

PART III – REQUIRED PROGRAM INFORMATION

Applicants are required to provide page numbers on every page of the proposal, including appendices and material not subject to the page limits. All narrative responses must be in Arial 10 point font, with 1” margins.

Narrative responses may not exceed twelve (12) pages. Responses to Section VI (Budget) are not included in the page limit. Likewise, required attachments and appendices do not count toward the page limit. Additional, non-required appendices and narrative pages that exceed 12 pages will not be read.

I. NEED (4 POINTS)

1. Define the community college’s catchment area. Describe the demographics and needs of the priority target population (i.e., adults who were previously enrolled in an ESE-funded adult basic education program) in the catchment area. (2 points)

2. Explain how the applicant will ensure that the needs of the target population are addressed. (2 points)

II. APPLICANT CAPACITY AND COMMITMENT (24 POINTS)

A. AGENCY BACKGROUND, EXPERIENCE, STRUCTURE (20 points)

1. Describe how the college’s capacity, key achievements, and experience support its ability to implement the Adult Basic Education Transition to Community College Program (the Program). (5 points)

2. Explain how the college will integrate and provide financial and other support to the Program (e.g., provide degree-bearing college credit courses at no cost to students enrolled in the Program, use of space, use of computer labs). Submit in Appendix A an organizational chart that shows the relationship between the community college departments and the Program within the college. (10 points)

3. Explain how the college will ensure that the Program’s students are integrated into and supported by the college. (5 points)

B. STAFFING (4 points)

Describe how the college will ensure that Program staff have the qualifications and experience needed to effectively carry out their responsibilities, including the administration and scoring of required assessments. Include in Appendix B current job descriptions, including minimum required qualifications, and resumes for each person currently in or proposed to fill each position.
III. PROFILE OF PROPOSED SERVICES (45 POINTS)

Note: All applicants must submit a program design that meets the program element requirements in the FY 2015 Massachusetts Guidelines for Effective Adult Basic Education Transition to Community College. See Additional Requirements section of the RFP.

A. PRE-ENROLLMENT PROCESSES (10 points)
1. Describe how the applicant will recruit and enroll students who have been previously enrolled in ESE-funded ABE programs. Identify the ABE programs with which the applicant will collaborate to achieve this enrollment goal. Include in Appendix C Memoranda of Agreement with the collaborating programs. See FY 2015 Guidelines for Memoranda of Agreement (MOA) Between ABE Grant Recipients and Partnering Organizations. (6 points)
2. Explain what factors will be considered when identifying students for the Program. Include details about how the applicant will ensure accurate student placement and what role the Accuplacer and other assessments will play. (4 points)

B. INSTRUCTIONAL SERVICES (22 points)
1. Describe how the applicant will use a cohort model to create a community of learners in the program design. (4 points)
2. Describe each course the Program will provide, for each semester, including the required College for Success and Technology for College courses and the academic skill courses. Specify which course offerings are degree-bearing college credit courses. Include an overview of each course being proposed, and details about the course schedule (e.g., duration and intensity). A syllabus of no more than two pages for each course must be included in Appendix D. Explain the rationale for the proposed instructional services and describe how they are responsive to the purpose of this grant program. (8 points)
3. Describe all degree-bearing college credit courses that the college will offer at no cost to students in the Program. (10 points)

C. ADVISING (13 points)
1. Describe the advising services that will be provided for students. Include details about all individual and group advising in which students will participate throughout their time in the Program.
2. Describe the role of the college in supporting student advising. Provide examples of the available college advising resources for students in the Program.

IV. EVALUATION/CONTINUOUS IMPROVEMENT (12 POINTS)

1. Describe the process that will be used to (a) measure and evaluate the effectiveness of the Program and (b) plan for the Program’s continuous improvement.

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1 The Massachusetts Guidelines for Effective Adult Basic Education Transition to Community College are updated annually and posted to the ACLS ABE Transition to Community College webpage: http://www.doe.mass.edu/acls/cc/default.html.

2 Applicants are advised to refer to the FY 2015 Guidelines for Memoranda of Agreement (MOA) Between ABE Grant Recipients and Partnering Organizations, published as an appendix to the FY 2015 Massachusetts Guidelines for Effective Adult Basic Education Transition to Community College (see footnote 1 for URL).
2. Explain the role that data will play in this process and the role the college will play in supporting the Program throughout this process. Provide examples of how the college will facilitate the process of generating data through its data systems to inform continuous improvement. Provide examples of how data have been used to improve student outcomes.

V. PAST PERFORMANCE / STUDENT OUTCOMES (10 POINTS)

Note: Evidence that data is unreliable or of questionable validity will result in zero points being assigned for this section.

Previous recipients and new applicants: In Appendix E, provide auditable data for the following outcomes achieved by students previously enrolled in ESE-funded adult education programs who started their studies in the Transition program at the community college no earlier than Sept 1, 2013, and whose outcomes occurred before Mar 1, 2014:

1. Student enrollment and completion of degree-bearing college credit courses:
   a) Provide the total number of students who enrolled in degree-bearing college courses.
   b) Provide the total number of those students from “a” (above) who completed degree-bearing college credit courses.

2. Student enrollment and completion of certificate programs:
   a) Provide a list of certificate programs and the names of the institutions offering the programs
   b) Provide the number of students who enrolled in each program (listed from “a” above) and the number who completed.

Applicants must provide in Appendix E an overview of the data and accountability systems used to capture the above information. Applicants may include a brief explanation of data if needed.

VI. BUDGET (5 POINTS)

All of the required submissions under Section VI are excluded from the page limit.


A. BUDGET: FUNDS REQUESTED (2 points)

1. Budget Narrative: Submit a detailed budget narrative that provides an explanation for each proposed expenditure, and that reflects a budget that is cost effective, related directly to the purpose and priorities of the program, and consistent with allowable Fund Use as outlined in this RFP.

   At the top of the budget narrative, clearly indicate how the applicant agency defines full-time, in terms of the hours per week and weeks per year that determine the total number of annual paid hours for full-time staff.

   The budget narrative must correspond to the line item sequence in the Part II Project Expenditures budget detail pages (see Required Forms section of the RFP). The budget narrative must clearly explain each expenditure in the budget forms. For example, the narrative should: briefly summarize the scope of work, hourly rate of pay and annual paid hours for each staff person, with more detail regarding paid staff for whom job descriptions are not provided; itemize the specific costs included in the fringe rate; and, fully explain each proposed non-personnel expenditure.
2. **Budget Form**: Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the Part II Project Expenditures budget detail pages. Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

B. **BUDGET: MATCHING CONTRIBUTION (3 points)**

3. **Match Narrative**: Provide a separate and equally detailed match narrative that describes matching resources consistent with the purpose, priorities, and fund use of this grant program. Identify the source of all matching funds.

Recipients of ESE ABE Transition to Community College grants during the FY 2013 - FY 2014 grant cycle must provide fully auditable matching resources equal to (a) the organization’s maintenance of effort in the previous funding cycle or (b) 30% of the new grant award, whichever is greater. New applicants must provide fully auditable matching resources for each year of the multi-year grant equal to at least 30% of the initial grant award.

Applicants are advised to refer to the FY 2015 Massachusetts *Guidelines for Effective Adult Basic Education Transition to Community College Programs* for guidance about match requirements and restrictions.

The match narrative must correspond to the line item sequence of the Part II Project Expenditures budget detail pages.

4. **Schedule B**: Enter the dollar values of the proposed grant expenditures and matching contribution into Columns A and B in the appropriate budget lines on Schedule B. Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

Adult Basic Education Transition to Community College Applications are eligible to earn from 0 to 100 points.

**Note**: Due to pending changes in the ESE Grants Management system, applicants may be required to resubmit these and other pages in a new online format. In that case, ESE will provide training on the resubmission process to successful applicants.