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 single-spaced in Arial 10 point font, with 1” margins.

All applicants must respond to Sections I through III and VIII (Budget). Narrative responses may not exceed thirty (30) pages for sections I through III. Responses from applicants proposing to offer ABE and ESOL, and applications from multi-site applicants and/or collaborations, may not exceed thirty-eight (38) pages for sections I through III. Sections IV, V, VI, and VII have individual page limits as indicated in each section, below. Responses to Section VIII (Budget) are not included in the page limit. Likewise, required attachments and appendices do not count toward the page limit.

I. COMMUNITY NEED FOR ADULT BASIC EDUCATION SERVICES (15 points)

1. Identify the primary community or communities the applicant proposes to serve.

Notes:

- Based on the level of need for ABE services in the applicant’s primary community(ies), the Massachusetts Department of Elementary and Secondary Education will assign from 0 to 15 points for the ABE need and 0 to 15 for the ESOL need. Only the higher of the two need scores will count toward the total proposal score, but both ABE and ESOL needs will be considered in awarding funding for services.

- Need for Adult Basic Education and English for Speakers of Other Language by City and Town provides the needs-based points assigned to each of the Commonwealth's 351 cities and towns. Springfield is assigned 15 need points.

- There is no cap on the number of applicants per community. Every attempt will be made to assure regional and statewide distribution of programs, and to assure an equitable distribution of ABE and ESOL services.

- Applicants in communities with multiple eligible providers are allowed, but not required, to collaborate with other providers in order to allow each provider to specialize and respond to students’ diverse needs, and to expand student access to services such as family literacy and career pathways. The Department reserves the right to sever collaborations that are deemed to be ineffective.

- Any applicant whose program design is based on a collaboration with one or more proposed partners (e.g., one or more levels in the required instructional sequence or other required elements are provided by a partner who is also applying for Community Adult Learning Center funding) must identify the other applicants and the program components that each proposes to provide by completing and submitting the Notice of Intent to Meet Community Adult Learning Center (CALC) Program Design Requirements through a Collaboration with One or More Other CALC Applicants form. The information on this form does not contribute to proposal scores, but will be used in sorting proposals for reading teams. Partners to such collaborations that are recommended for funding will be required to submit Memoranda of Agreement (MOAs)\(^1\) prior to

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\(^1\) See FY 2013 Guidelines for Memoranda of Agreement (MOA) Between ABE Grant Recipients and Partnering Organizations, published as an appendix to the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education, available on the ACLS Program Management webpage: [http://www.doe.mass.edu/acls/abeprogram/](http://www.doe.mass.edu/acls/abeprogram/)
II. PROPOSED PROGRAM AND SERVICES (32 points)

A. PROPOSED PROGRAM AND SERVICES: PROGRAM DESIGN (12 points)

Notes:

All applicants must submit a program design that meets the program element requirements in the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education\(^2\). All applicants must complete and submit in Appendix A hard copies of the required elements of the SMARTT Plan\(^3\). (See the Required Forms section of the RFP.)

Any applicant whose program design is based on a collaboration with one or more proposed partner(s) must submit the Notice of Intent to Meet Community Adult Learning Center (CALC) Program Design Requirements through a Collaboration with One or More Other CALC Applicants form. See note on previous page.

1. Using both primary and secondary data sources, describe the need for adult basic education services in the community(ies) the applicant proposes to serve. Identify the target population the program proposes to serve and explain how the target population was selected. If a significant proportion of the target population includes homeless adults, include details and documentation. How will the program design meet the needs of adult learners who are most in need of literacy, numeracy, and language services? Identify the data sources used and any organizations consulted. Note: up to five (5) bonus points are available to applicants whose primary population (at least 90%) is homeless adults. (2 points)

2. Summarize the proposed educational services in terms of service type (ABE and ESOL), class focus, class level, scheduling, and intensity. If the proposed design includes non-rate-based classes, summarize how the non-rate-based classes’ content and focus were determined, and what their expected outcomes are. Explain how the proposed class offerings will respond to students whose skills vary depending on the subject. (2 points; narrative response will be expected to be aligned with the SMARTT Plan submitted in Appendix A.)

3. Describe the strategies and practices the applicant will use to enable students, including those with disabilities or special needs, to remain in the program long enough to reach their goals. Identify the body of research and effective practice on which these strategies and practices are based. Describe proposed strategies for making available additional hours of instruction for students whose schedules can accommodate increased instructional intensity. (2 points)

4. Explain the strategies and activities that will be employed to create a program culture that engages students at all levels, from the time of program entry, in thinking about college and career readiness. How will the program design incorporate strategies to support students’ progression to higher performance levels within the program, post-secondary education, job training and/or employment leading to family-sustaining wages? (2 points)

\(^2\) The Massachusetts Guidelines for Effective Adult Basic Education is updated annually and posted to the ACLS Program Management webpage at [http://www.doe.mass.edu/acls/abeprogram/](http://www.doe.mass.edu/acls/abeprogram/).

\(^3\) SMARTT refers to the Department’s web-based planning and reporting System for Managing Accountability and Results Through Technology for Adult Basic Education, or SMARTT ABE: [http://www.doe.mass.edu/acls/smartt/](http://www.doe.mass.edu/acls/smartt/).
5. Identify the systems in place for evaluating the effectiveness of the program, and planning for continuous improvement. Include how data, the Massachusetts Indicators of ABE Program Quality, the Massachusetts Performance Standards for Community Adult Learning Centers, and/or other criteria will be used in that process. (2 points)

6. Describe how the ABE program administration will provide the educational leadership to ensure a standards-based, high quality program that succeeds in preparing students for college and career readiness and achieving the goals of the Massachusetts Strategic Framework for Adult Basic Education\(^4\). (2 points)

B. PROPOSED PROGRAM AND SERVICES: CURRICULUM AND INSTRUCTIONAL METHODOLOGIES (12 points)

1. Describe the documented program curriculum\(^5\) (ABE and/or ESOL), and the extent to which it is aligned with the standards and benchmarks in the Massachusetts ABE Curriculum Frameworks for English Language Arts (ELA), Mathematics/Numeracy, and English for Speakers of Other Languages (ESOL). (3 points)

   **Note:** Applicants should be prepared for increased expectations regarding science before the end of the five-year period.

2. How will the benchmarks impact the coordination of the program's instructional levels and inform teaching and learning? Provide an example of how the curriculum is designed to move students toward their next instructional level or to exit the program and take their next steps along a career pathway. (2 points)

3. Explain the strategies the applicant will use to ensure that all teachers will use the curriculum, and that ongoing curriculum development, implementation, and evaluation are coordinated. (2 points)

4. Applicants proposing to offer ABE instruction must respond to 4a; applicants proposing to offer ESOL instruction must respond to 4b. Applicants proposing instruction in ABE and ESOL must answer both 4a and 4b (5 points total for 4a, 4b, or 4a and 4b):

   a) Describe the instructional methodologies that will be employed and how technology will be integrated in each of the following areas: mathematics/numeracy, reading, and writing. Identify the foundation of research and effective practice on which the curricula and proposed instructional methodologies are based for each of these three areas.

   b) Describe the instructional methodologies that will be employed and how technology will be integrated in addressing the acquisition of listening, speaking, reading, and writing skills. Identify the foundation of second language acquisition research and effective practice on which the ESOL curriculum and proposed instructional methodologies will be based.

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\(^4\) See *Facing the Future: Massachusetts Strategic Framework for Adult Basic Education*

[http://www.doe.mass.edu/acls/sp/FacingTheFuture.pdf](http://www.doe.mass.edu/acls/sp/FacingTheFuture.pdf)

\(^5\) “Curriculum” is used throughout for ease of reference to refer to program-wide curriculum. Applicants who propose to offer instruction in both ABE and ESOL must address both ABE and ESOL in responses.
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C. PROPOSED PROGRAM AND SERVICES: EDUCATIONAL AND CAREER ADVISING SERVICES (8 points)

1. Identify the designated Educational and Career Advisor (Advisor) whose primary role will be to support each student in developing, implementing, and monitoring an individualized education and career plan which will guide the student towards her or his next steps goals. Provide a summary of all responsibilities and duties of the Advisor, including any non-advisor duties (e.g., ADA, assessment, data entry, recruitment) and indicate the proportion of time the Advisor will dedicate to each. Describe how the Advisor position will be structured to ensure that it reflects the number of advising hours supported in the Massachusetts ABE Rates, and explain how this structure will allow all students to receive direct and ongoing next steps advising support from the designated Advisor. (2 points)

Note: Applicants proposing more than one individual whose primary role will be advising students around educational and career planning (for example, day/evening Advisors; ABE/ESOL Advisors; Advisors for different sites, etc.) must answer the question above for each individual.

2. Provide an overview of the process the program will use to help students identify both long- and short-term goals and develop an individualized education and career plan. (2 points)

3. Describe how Educational and Career Advisor(s) and Teacher(s) will work together to ensure that student goals identified in the individual education and career plan inform curriculum and instruction, and that students’ progress toward achieving these goals is monitored. (2 points)

4. How do community planning and collaborations support students’ progression to post-secondary education, job training and/or employment leading to family-sustaining wages? (2 points)

III. ORGANIZATIONAL CAPACITY (49 points)

A. ORGANIZATIONAL CAPACITY: AGENCY BACKGROUND (4 points)

1. Describe the organization’s experience and expertise relevant to the purposes of this grant program. (1 point)

2. Describe the organization’s capacity to manage the grant for which it is applying. Provide a summary of the organization’s overall budget and its experience in effectively managing federal and state grants. (1 point)

3. Describe the organization’s structure and submit an organizational chart as Appendix B. Explain how the governing board provides oversight of the agency’s grants and programs in order to ensure compliance with grant requirements and state and federal regulations. Submit as Appendix C a roster of board officers and members; note any board members who are related to agency staff and describe the relationship. If the proposed ABE program will be part of a larger organization, describe how the larger organization will ensure the program has adequate educational leadership. Describe the administrative support the larger organization will provide to the proposed ABE program. (1 point; the score will reflect a review of the organizational chart and board roster, as well as the narrative response.)

6 The number of advising hours provided in each grant is based on the total student instructional hours. For an explanation of the formula and to determine the number of advising hours provided by the applicant’s proposed program design, refer to the SMARTT Program Plan Reference Materials, posted on ACLS SMARTT page at http://www.doe.mass.edu/acls/smartt/. Applicants are also strongly advised to attend SMARTT training; see schedule of bidders’ conferences and SMARTT trainings posted at http://www.doe.mass.edu/acls/rfp/.
4. Describe the location of the agency, including where all student services will be delivered, and where all staff work and meeting spaces will be located. Describe the accessibility of the student service locations, and if applicable, availability of parking, and/or proximity to public transportation that is available at the times that services are offered. Declare whether the applicant anticipates any space problems accommodating the new minimum teacher-to-student ratios/minimum class size requirements\(^7\). (1 point)

B. ORGANIZATIONAL CAPACITY: PAST PERFORMANCE / EFFECTIVENESS (35 points)

The Department will assign from 0 to 35 points based on the past performance of the applicant. Evidence that data is unreliable or of questionable validity will result in zero performance points being assigned for the year(s) in question.

**Previous ABE grant recipients:** Programs funded at any time during the multi-year funding period of FY2006 – FY2012 will be assigned points based on their past performance from FY 2007 through FY 2011 in the following areas: attendance, average attended hours, pre- and post-testing percentage, learner gains, setting and meeting student goals, and Educational Functioning Level completion. A maximum of twenty-five performance points were available in each of the five years between FY2007 and FY2011, or a maximum of 125 performance points available for the five-year period. The continuing applicant’s performance points earned in each year will be totaled, and up to 35 competitive points assigned accordingly. No narrative is required.

**New applicants:** Applicants that have not received Department adult basic education funding at any time during the FY2006 – FY2012 funding cycle must include in **Appendix D** auditable FY2007-FY2011 data, in numbers and percentages, that verifies past performance in areas aligned as closely as possible with the Massachusetts 2011 Performance Standards for Community Adult Learning Centers (see [http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.doc](http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.doc)). Up to 35 competitive points will be assigned based on an analysis of the data provided for all five years.

**Applicants whose primary target population is comprised of homeless adults (previously funded and new):** Programs that served homeless students have been excluded from the ABE Performance Standards. Therefore, applicants whose primary target population is homeless adults must provide past performance data by including in **Appendix D** auditable data, in annual numbers and percentages, that verifies the outcomes achieved by homeless students in FY 2007 through FY 2011. Outcomes must include, at a minimum, Significant Learning Gains Achieved, GED Certificates Earned, and Student Goals Attained as defined in the Massachusetts 2011 Performance Standards for Community Adult Learning Centers [http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.doc](http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.doc). Outcomes reported by applicants who received ESE funding in FY 2007-FY2011 must be substantiated in SMARTT.

**All new applicants and all applicants whose primary target population is comprised of homeless adults** must also include in **Appendix E** a narrative description of:

a) the assessment tools used to measure learning gain and an explanation of how significant learning gains are defined, and

b) an overview of the data and accountability systems used to capture the above information.

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\(^7\) FY 2013 minimum teacher-to-student ratio requirements are published *FY 2013 Massachusetts Guidelines for Adult Basic Education*, available on the ACLS Program Management webpage: [http://www.doe.mass.edu/acls/abeprogram/](http://www.doe.mass.edu/acls/abeprogram/)
C. ORGANIZATIONAL CAPACITY: QUALIFIED STAFF (10 points)

1. Identify the ABE program staff who will provide educational leadership for the proposed program. How will the educational leadership ensure that staff meet the current and future professional standards, including the new professional content standards in the areas of mathematics/numeracy, and those for English for Speakers of Other Languages, reading, and writing, currently under development? Complete the Teaching Qualifications Form for all teaching staff, and include it in Appendix F, together with current job descriptions, including minimum required qualifications, for each of the key positions. (6 points; the score will reflect a review of both the narrative response and the Teaching Qualifications Form)

2. What is or will be the racial/ethnic/cultural and/or linguistic diversity of the Community Adult Learning Center program’s professional staff (expressed in both percentages and numbers), and how will this diversity or lack of diversity impact the program and its students? (2 points)

3. Describe organizational policies and practices that contribute to the retention of a highly qualified and diverse staff. (2 points)

Notes on Sections IV through VII:

- Sections IV through VII will be evaluated and scored separately, and will not count toward the 100 points available to all Community Adult Learning Center applicants under Sections I, II, III and VIII (budget).

- Sections IV through VII will each be scored individually, as follows:
  - IV English Language Civics 1 to 6 point scale
  - V Volunteer Tutoring Component 1 to 25 point scale
  - VI Student Leadership Development 1 to 10 point scale
  - VII Operating Costs Not Included in the Rates
    - Space 1 to 10 point scale
    - Childcare 1 to 20 point scale
    - Student Transportation 1 to 10 point scale
    - Rural Staff Travel 1 to 5 point scale

- Applicants for supplemental funding need to respond to the narrative questions related to each option, include the costs of each proposed option in the overall budget, and also send a separate budget narrative for each component.

- In addition to including the funding request in the overall budget forms and narrative, separate budget narratives should be submitted for the following components: English Language Civics, Volunteer Tutoring Component, Space, Childcare, Student Leadership Development, Student Transportation, and Rural Staff Travel.

- Section IV, EL Civics, is a required section for applicants proposing to offer ESOL services that incorporate significant civics education. The responses will be used to inform the assignment of federal English Language Civics funding.

- Sections V, VI, and VII are optional; the responses will be scored and will inform recommendations for optional supplemental funding.

All applicants must respond to Section VIII, budget.
IV. ENGLISH LANGUAGE CIVICS - Applicants for Community Adult Learning Center grants proposing to offer ESOL services that incorporate significant civics education must answer the following questions:

1. Describe 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. (3 points)

2. Identify the goals, major activities, and outcomes of the proposed English Language/Civics services proposed for FY2014. (3 points)

**Notes:** Responses to Section IV may not exceed two (2) pages. Section IV will be scored separately on a 1 to 6 point scale. This score will not be counted toward the 100 points available to all Community Adult Center applicants under Section I through III and VIII (budget), but will inform the assignment of federal English Language Civics funding.

V. VOLUNTEER TUTORING COMPONENT - optional

All Community Adult Learning Center applicants may request supplemental funding to provide a Volunteer Tutoring Component.

Applicants for funding to offer a Volunteer Tutoring Component must respond to questions 1 through 7 below and submit the attachments described in 7 through 9 below. Points will be deducted if any required attachments are omitted; required attachments are not included in the narrative page limit.

**Responses to questions 1 through 7 below may not exceed four (4) pages.**

**Note:** Applicants are advised to refer to the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education to ensure that the proposed design meets all requirements. See the Fund Use section of this RFP.

1. Describe the process that will be used to select, orient, and support students receiving volunteer instruction. (2 points)

2. Describe the procedures the applicant will use to recruit, screen, and orient volunteer tutors, and match them with students. (5 points)

3. Describe the initial volunteer tutor training, including details about content, duration, and frequency. Identify who will provide the training. (5 points)

4. Describe strategies the applicant will use to ensure that volunteers receive ongoing training, support, and supervision to help students achieve learning gains and reach their goals. (5 points)

5. How will the applicant measure the effectiveness of the volunteer tutoring component and plan for continuous improvement? (4 points)

6. Provide a brief narrative outlining the specific costs and total dollar amount requested for the Volunteer Tutoring Component supplemental funding. Additionally, incorporate the costs into the overall Community Adult Learning Center budget (Fund Code 340/345) and budget narrative. (The budget will not contribute to the score, but will be evaluated for cost effectiveness. All budgets are subject to negotiation.)

7. If the applicant's funding request supports the cost of a Volunteer Coordinator who will coordinate and implement the volunteer tutoring component across multiple ESE-funded Community Adult Learning Centers (CALCs), identify the other CALC applicants. Also,
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include Memoranda of Agreement in Appendix G, outlining the roles and responsibilities of each partner\(^8\). (The completeness of the MOA will be evaluated within the context of the response to each narrative question.)

8. Complete and include in Appendix A a hard copy of the SMARTT Volunteer Plan. See the Fund Use section of this RFP for specific requirements. No narrative is required.

9. Include in Appendix F the current job descriptions for key Volunteer Tutoring Component positions, including minimum required qualifications. No narrative is required. (4 points)

Note: Section V will be scored separately on a 1 to 25 point scale. This score will not be counted toward the 100 points available to all Community Adult Center applicants under Sections I through III and VIII (budget), but will inform funding recommendations relative to a Volunteer Tutoring Component.

Funding for Volunteer Tutoring Components selected for awards will be included in the core 340/345 grant award, and should be included in the Community Adult Learning Center 340/345 budget, budget narrative, Schedule B matching resources, and match narrative.

VI. STUDENT LEADERSHIP DEVELOPMENT - optional

All recipients of Community Adult Learning Centers may request supplemental funding for projects and/or activities that create opportunities for student leadership development. The purpose of this supplemental funding opportunity is to support adult students to participate in program development and/or community service projects through providing training, support and guidance. Programs are encouraged to develop and support student leadership through the creation of teams and significant activities, to provide participants with training in leadership and other skills they need to fulfill their project, and to compensate them for their time working on the project. Projects and/or activities that create opportunities for student leadership development include but are not limited to the following areas: program planning, evaluation, and governance; curriculum development; mentoring; program outreach and public relations; and community service projects. Student Leadership Team members must be actively enrolled in a Community Adult Learning Center class.

Requests for student leadership funds must not exceed $2,000.

Applicants requesting funds for student leadership must respond to the following three questions. Responses to Section VI may not exceed three (3) pages.

1. Describe the proposed student leadership project. Include a description of the major activities and outcomes of the proposed project. (4 points)

2. Describe specific leadership training that will be provided to adult learners. (4 points)

3. Provide a brief narrative outlining the specific costs and the total dollar amount requested to support Student Leadership activities. Additionally, incorporate the costs into the overall Community Adult Learning Center budget (Fund Code 340/345) and budget narrative. (2 points)

Note: Section VI will be scored separately on a 1 to 10 point scale. This score will not be counted toward the 100 points available to all Community Adult Center applicants under Section I through III and VIII (budget). This score will not be counted toward the 100 points available to all Community

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\(^8\) Applicants are advised to refer to the FY 2013 Guidelines for Memoranda of Agreement (MOA) Between ABE Grant Recipients and Partnering Organizations, published as an appendix to the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education, available on the ACLS Program Management webpage: http://www.doe.mass.edu/acls/abeprogram/.
Adult Center applicants under Sections I through III and VIII (budget), but will inform funding recommendations relative to a Student Leadership Development component.

Funding for Student Leadership projects selected for awards will be included in the core 340/345 grant award, and should be included in the Community Adult Learning Center 340/345 budget and budget narrative.

VII. SUPPLEMENTAL FUNDING TO PARTIALLY OFFSET OPERATING COSTS NOT COVERED IN THE ABE RATES - optional

Community Adult Learning Center applicants may request supplemental funding to partially offset costs in the four areas outlined below.

Notes:

- Applicants are advised to refer to the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education to ensure that the proposed design meets all requirements.
- Note that direct cash payments to students are not an allowable expenditure.
- For all requests for supplemental funding to partially offset the costs of space, childcare, student transportation and/or rural staff additional travel: Include and clearly identify all of these costs in the Community Adult Learning Center 340/345 budget, budget narrative, Schedule B matching resources, and match narrative.

A. Space - Applicants requesting supplemental funds for space must respond to the following three questions. **Response may not exceed one (1) page.**

1. Provide a justification for the request for supplemental funds to partially offset space costs. Describe the source and amount of matching funds for space costs.

2. State the dollar amount requested for supplemental funding for space costs. State the percent of the Community Adult Learning Center’s total space costs for which the applicant is requesting funding. If the applicant is awarded a grant that includes funding for space, the Department will support up to 50% of the cost of space for the proposed Community Adult Learning Center, proportional to its use by this grant program.

3. Provide the following:
   - the cost per square foot of the space and how it was determined;
   - the percent of time the space is used for grant activities; and,
   - an estimate of the dollar value of the space, using the following formula: multiply the number of square feet used for grant activities by the cost per square foot of the space, by the percentage of time the grant-funded program uses the space (up to 50% of this cost is eligible for support through supplemental funds for space).

Applications that include a commitment to substantial matching funds for space costs will receive priority for the supplemental funding for space. All applications that provide substantial match will be evaluated first, and scored on a 1 to 10 point scale as follows:

- Quality of matching commitment: 5 points
- Justification for request: 5 points
- The amount requested and formula used to calculate it will contribute to the score for the justification.

If any supplemental funding remains, applications that do not include a commitment to substantial matching funds for space costs will be evaluated and scored.
B. **Childcare** - Applicants requesting supplemental funds for childcare must respond to the following three questions. **Response may not exceed four (4) pages.**

1. State the dollar amount requested for supplemental funding to partially offset childcare costs during class hours for students who are parents.

2. Provide a justification for the request and explain how the funds are proposed to be used. Describe the childcare that will be provided for students, including the ages of children that will be accepted. Include a description of (a) the qualifications and background of childcare providers and (b) the facility that will be used and its suitability for childcare. Provide the maximum teacher-to-child ratio for each age group. **Note:** the maximum teacher-to-child ratio proposed in the application or, if renegotiated with the Department, as approved by the Department, must be maintained at all times.

3. Provide a brief narrative outlining the specific costs and the total dollar amount requested to support childcare during class hours. Additionally, incorporate the costs into the overall Community Adult Learning Center budget (Fund Code 340/345) and budget narrative.

4. Describe the matching funds or other resources that will be used to support childcare costs for students during class hours. Include the source and amount of these matching funds.

Applicants recommended for supplemental child care funding will be required to provide evidence of liability insurance prior to receipt of the grant award.

Applicants that provide substantial matching funds or in-kind childcare resources for parents in ABE programs will receive priority for the childcare supplemental funding. All applications that provide substantial match will be evaluated first, and scored on a 1 to 20 point scale as follows:

- Quality of matching commitment: 5 points
- Justification for request: 3 points
- Description of childcare to be provided: 3 points
- Background of childcare providers: 3 points
- Suitability of facility: 3 points
- Teacher-to-child ratio: 3 points
- The amount requested and proposed use of funds will contribute to the score for the justification.

If any supplemental funding remains, applications that do not include a commitment to substantial matching funds for childcare will be evaluated and scored.

C. **Student Transportation** - Applicants requesting supplemental funds for student transportation must respond to the following three questions. **Response may not exceed one (1) page.**

1. State the dollar amount requested for supplemental funding for student transportation costs to and from the program. Provide a justification for the request. Describe the nature of the transportation that will be provided for students and specifically how the funds are proposed to be used.

2. Provide a brief narrative outlining the specific costs and the total dollar amount requested to support student transportation to and from the program. Additionally, incorporate the costs into the overall Community Adult Learning Center budget (Fund Code 340/345) and budget narrative.

3. Describe the matching funds or other resources that will be used to support transportation for students. Include the source and amount of these matching funds.
Applicants recommended for supplemental student transportation funding will be required to provide evidence of liability insurance prior to receipt of the grant award. Where the funding supports a vehicle, time logs for vehicle use and charges to the grant must be maintained.

Applicants that provide substantial matching funds or in-kind resources for student transportation will receive priority for the student transportation supplemental funding. All applications that provide substantial match will be evaluated first, and scored on a 1 to 10 point scale as follows:

- Quality of matching commitment: 5 points
- Justification for request: 5 points
- The amount requested and proposed use of funds will contribute to the score for the justification.

If any supplemental funding remains, applications that do not include a commitment to substantial matching funds for student transportation will be evaluated and scored.

D. **Staff Travel** (Rural Programs Only) - Applicants requesting supplemental funds for additional staff travel in rural areas must respond to the following two questions. **Response may not exceed one (1) page.**

1. Provide a justification for the request for funds to support staff travel. Include the number of staff required to travel between sites, how often, and for what purposes, the number of sites, and the distance between sites. Provide current population density statistics for the community and the county in which it resides, and cite the source.

2. State the dollar amount requested for supplemental funding for additional staff travel. Provide a brief narrative outlining the specific costs and the total dollar amount requested to support staff travel. Additionally, incorporate the costs into the overall Community Adult Learning Center budget (Fund Code 340/345) and budget narrative.

All eligible applications for rural staff travel will be scored on a 1 to 5 scale based on the justification for the request, including the amount requested and proposed use of funds.

**Note:** Only applicants with multiple sites serving rural communities are eligible to apply for the staff travel supplemental funds. A community is designated as rural if the community resides in a county with a population density of less than 750 people per square mile AND the community has a population density of less than 750 people per square mile.

The scores for Space, Childcare, Student Transportation and Staff Travel will not be counted toward the 100 points available to all Community Adult Center applicants under Sections I through III and VIII (budget), but will inform funding recommendations relative to supplemental funding.

VIII. **BUDGET** (4 Points)

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


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9 Note, for budgeting purposes, “equipment” has a specific definition more limited than references to equipment in the Massachusetts Guidelines for Effective ABE. For budgeting purposes, use the definition in the Grants Management Procedural Manual [http://finance1.doe.mass.edu/Grants/procedure/manual.html](http://finance1.doe.mass.edu/Grants/procedure/manual.html).
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Applicants are advised to attend a bidders’ conference and the ABE SMARTT Training (designed for new directors and new bidders) or SMARTT Refresher Training (designed for current grant recipients who are already familiar with SMARTT), and to refer to the FY 2013 SMARTT Program Plan Technical Manual\(^{10}\) for instructions on entering into SMARTT the optional funding opportunities outlined above, as well as Foundation Funding available to all grant recipients. This information is essential to generate a grant award that includes all eligible funding.

If applying for a Volunteer Tutoring Component, Student Leadership, and/or Funding to Partially Offset Costs of Space, Childcare, Student Travel, and/or Rural Staff Travel: include and clearly identify any costs related to these supplemental funding opportunities in the Community Adult Learning Center 340/345 budget and budget narrative. Include any related matching costs in Schedule B and clearly label them in the match narrative.

The required audit described in #4 does not contribute to the proposal score, but failure to include it will result in the proposal not being considered.

1. **Budget Narrative:** Submit a detailed budget narrative that provides an explanation for each proposed expenditure.

   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. **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 Community Adult Learning Center grants during the FY 2006 - FY 2012 grant cycle must provide fully auditable matching resources equal to (a) the organization’s maintenance of effort in the previous cycle or (b) 20% 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 20% of the initial grant award.

   Applicants are advised to refer to the FY 2013 Massachusetts Guidelines for Effective Adult Basic Education 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.

3. **Required Budget Forms:** Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the Part II Project Expenditures budget detail pages. 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. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

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\(^{10}\) The SMARTT Technical Manual is posted on ACLS’ SMARTT System Information webpage at [http://www.doe.mass.edu/acls/smartt/](http://www.doe.mass.edu/acls/smartt/).
Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff on both forms.

4. **Audit:** Every private non-profit organization’s application for grant funds must include a copy of the applying agency’s latest completed audit report, issued by an independent certified public accountant. No private non-profit organization may receive an award unless it has met this requirement. If this audit report is not included, the proposal will not be considered.

Private non-profit organizations are required to submit annually to the Department an audit that identifies expenditures related to ESE’s ABE grant award identified clearly in its own, separate fund. Any applicant that submits an audit that fails to comply with this requirement will be required to comply within one year or the grant will not be renewed.

*Excepted from this requirement are state and local entities whose audits the Department accesses directly, such as state colleges, community colleges, and universities, state and county correctional facilities, local public educational authorities and city- or town-operated public libraries.*

The budget will be scored on a 1 to 4 scale. The score will take into consideration the budget narrative, match narrative, and required budget forms, and will evaluate: alignment of proposed expenditures with the purposes, priorities, and allowable fund use of the grant program; adequacy to support the proposed program; cost effectiveness; alignment of budget forms with program plan and staffing plan submitted in SMARTT; and, clarity and accuracy. The required audit described in #4 does not contribute to the proposal score, but failure to include it will result in the proposal not being considered.

Community Adult Learning Center Applications, Sections I, II, III, and VIII (Budget), are eligible to earn from 0 to 100 points. Applicants whose primary target population (at least 90%) consists of homeless adults are eligible for an additional five (5) bonus points.

Sections IV, V, VI, and VII (English Language Civics, Volunteer Tutoring Component, Student Leadership, and/or Funding to Partially Offset Operating Costs Not Covered in the ABE Rates) will be evaluated separately, and will not count toward the maximum 100 points available for Community Adult Learning Center applications.

However, Community Adult Learning Center grant awards (Fund Codes 340, 345, and/or 359) will include funding for any Section I through VII components that are selected for funding.

**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 to successful applicants on the resubmission process.