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| PART III – REQUIRED PROGRAM INFORMATION |

Narrative responses may not exceed 10 pages (single space, 12 point Times New Roman font) for applicants proposing to offer both ABE and ESOL instruction. Responses to Section V (Budget) are not included in the page limit. Likewise, required attachments and appendices do not count toward the page limit.

1. **PAST PERFORMANCE (10 points)**
2. Complete and submit auditable data in Table 1 below. Note that programs with no prior experience offering primary instruction by volunteers or that annually served fewer than 500 students in the last three years by primary instruction by volunteers are ineligible to apply. Provided data must be verifiable by ACLS. The completed table will be used for two purposes:
3. to determine eligibility for which past performance is a requirement to be funded as a provider of Primary Instruction by Volunteers and
4. to assess the experience of a Primary Instruction by Volunteers applicant with regard to delivery of high quality volunteer tutoring services.
	1. Using your data, describe your success relevant to the delivery of adult basic education services and instruction by means of Primary Instruction by Volunteers through tutors. (10 points)

**Table 1 Past Performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service type** | **A** | **B** | **C** | **D** | **F** |
| Basic Skills Pre-ASEASEESOL | Provide data for each of the three years | Number Served through tutors | Avg. Hours of participation (per student) | Number EFL Completions | High School Credential Completion (if applicable) |
|  | FY 17 |  |  |  |  |
|  | FY 16 |  |  |  |  |
|  | FY 15 |  |  |  |  |
| **TOTALS ALL YEARS** |  |  |  |  |

1. **STATEWIDE NEED FOR ADULT EDUCATION AND PRIMARY INSTRUCTION BY VOLUNTEERS** **(10 points)**
	* 1. Describe how the proposed services will align with the 2017 - 2018 Phase I [Local Plan Packages](http://www.mass.gov/massworkforce/wioa/acls/) in the collaborating workforce development areas where the volunteer services will be offered. (5 points)
		2. Based on the needs described in question one, identify the target population that is most in need of receiving literacy and or ESOL instruction from volunteers tutors, and provide a rationale for why you propose to serve this population. (5 points)

**III.** **ORGANIZATIONAL CAPACITY (25 points)**

1. ORGANIZATIONAL CAPACITY: AGENCY BACKGROUND **(10 points)**
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. (5 points)
3. Describe the organization’s governing board and the structure of the organization’s statewide network of volunteer services. (5 points). Attach appendix A (roaster of board officers and members, with any relationships to agency staff noted and Organizational Chart).
4. ORGANIZATIONAL CAPACITY: QUALIFIED STAFF **(15 points)**
5. Describe how the organization will ensure that key volunteer staff have the qualifications needed to carry out their responsibilities effectively. (5 points). Attach appendix B (current job descriptions and minimum required qualifications).
6. How will the program’s leadership ensure that the program maximizes student outcomes as defined by educational functioning level (EFL) completion, high school equivalency (HSE) credential obtainment and post secondary education or training? (5 points)
7. Describe how the roles and responsibilities of the volunteer program are structured to ensure ongoing communication between sites and the central office in support of uniform delivery of high quality services. (5 points)

**IV. PROPOSED VOLUNTEER TUTORING SERVICES (40 points)**

1. PROPOSED SERVICES: VOLUNTEER MANAGEMENT AND SUPPORT **(10 points)**
	* 1. Describe the protocols the applicant will use to recruit, screen, and orient volunteer tutors, and match them with students. (5 points)
		2. Describe strategies the program, has in place to ensure consistent delivery of high quality instructional services including advising. (5 points)
2. PROPOSED VOLUNTEER TUTORING SERVICES: STUDENT SERVICES **(15 points)**
	* 1. Project the number of students who will be served annually. Provide the rationale for this projection. In the Planned Volunteer Tutors and Tutor-Student Matches Form (appendix C), provide the planned number of active volunteer tutors and active volunteer-student matches that the applicant will be maintained at all times. (5 points)
		2. Identify the data sources used in determining the need for primary instruction by volunteers for adults eligible for services. Identify the locations in the cities and or towns where the volunteer services are proposed to be delivered. Provide a list (appendix D) of participating CALCs. Project the number of students for each location. Provide a map (appendix E) that indicates where services will be available. (5 points)
		3. Provide an example of the Memoranda of Agreement (MOA) to be used with collaborating CALCs for the referral and transition of students in two ways (appendix F). Describe how a) students who seek or would benefit from classroom-based instruction will be transferred to a CALC and b) how students no longer able to receive classroom based instruction will be referred to tutoring services. Include in the MOA how the volunteer program will work with students on the waitlist. (5 points)
3. PROPOSED SERVICES: CURRICULUM, INSTRUCTION AND ASSESSMENT **(15 points**)
4. Describe to what extent the curricula are aligned with the standards in the College and Career Readiness Standards. For ESOL services, provide an overview of how the curriculum is aligned with the standards and benchmarks of the Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages (ESOL) and the standards, in the College and Career Readiness Standards for Adult Education (CCRSAE) at all ABE levels.

(5 points)

1. What instructional and formative assessment strategies will be employed in order to move students through educational functioning level (EFL) levels and towards high school equivalency (HSE) credential attainment and post secondary education or training enrollment? (5 points)
2. Describe your process for the administration of standardized assessments to students at all sites and how you will ensure test reliability and data accuracy**.** (5 points)
3. **EVALUATION AND CONTINUOUS IMPROVEMENT (10 Points)**
	* 1. How will the effectiveness of the primary instruction by volunteers program be evaluated and how will the program determine the volunteer tutors’ impact on student outcomes such as educational functioning level (EFL) completion, high school equivalency (HSE) credential obtainment and post secondary education or training enrollment? (10 points)

**Note**: Successful applicants, after notification of funding, will be required to enter the approved number of tutors and tutor-student matches into the Department of Elementary and Secondary Education’s web-based planning and reporting system, the System for Managing Accountability and Results Through Technology for Adult Basic Education (SMARTT).

1. **BUDGET (5 Points)**

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.

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.

1. **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 Primary Instruction by Volunteers grants during the FY2019 - FY 2022 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.

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

1. **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.

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.

1. **Audit:** With the exceptions noted below, every 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 entity may receive an award unless the entity has met this requirement. If this audit report is not included, the proposal will not be considered.  *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.

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