

ABE Application(s) Questions, Core Concepts, and Scoring Rubrics

Master Application Questions

Core Concepts

Scoring Rubrics

This is the MASTER Application for ALL funding. This application serves as the foundation for all the grant applications. Responses to these questions MUST INCLUDE specific details related to EACH of the grants for which you are applying. ALL applicants MUST complete the Master Application.

Required information and resources needed to complete this application are on the SBCTC web site at http://www.sbctc.ctc.edu/college/e-abe_grant_rfp.aspx. This includes all referenced materials within this document. If you are applying as part of a consortium, one member of your consortium must be designated to complete the Consortium application.

Select the buttons in OGMS for all the applications that you will be submitting. You may apply for the following programs: Basic Grant, EL/Civics, Family Literacy, and/or Volunteer Literacy. A Consortium application is also included.

Please note that the scoring of all responses will be based on the way the Core Concepts are addressed.

Master Application Questions	Core Concepts	Scoring Rubrics
<p><u>Section 1: Who are you going to serve?</u></p> <p>After considering data about needs for adult basic education:</p> <p>1A) What are the three to six most significant issues that you identified from the demographic and educational need data that affect the design and delivery of adult basic education in your funding region?</p> <p>1B) What are the three to six most significant issues you identified from the demographic and educational need data that affect adult basic education in your proposed service area, (if the issues are different from those for your funding region)?</p> <p>Based on the issues you have explained:</p> <p>2A) Which populations will you serve? How do they reflect the demographics, location, and other key factors that are important to your service area and supported by data?</p> <p>2B) What challenges do you propose to address that will affect the success of these learners?</p> <p>3) What evidence do you have that your organization has demonstrated the capacity to serve the ABE populations you have proposed to serve? Please describe.</p> <p>Complete Chart #1 by providing the number of students you have served and propose to serve in fiscal year 2007-08. Directions are included with the chart. (You will find Chart #1 under the Grant Criteria tab in OGMS.)</p>	<p>Logic Model: Local Area Demographic and Need Data</p> <ul style="list-style-type: none"> • Who are you going to serve? • What do they need? • How many students will you serve? <p>Core Concept I: Local Area Demographic and Need Data Applicants will identify the needs of communities and students as defined by local data provided by the State Board for Community and Technical Colleges or compiled by local chambers of commerce and workforce development councils.</p> <p>Core Concept II: Who are you going to serve? Applicants will identify populations they propose to serve, based on local need data.</p> <p>Applicants will identify target populations they propose to serve, reflecting needs in their service area. Individual eligible providers may propose to serve narrowly targeted groups. However, a goal of the application review process will be to fund providers who collectively will serve the broad population groups in each region that are identified by data as in need.</p> <p>Applicants will:</p> <ul style="list-style-type: none"> • Use data to explain who, why, and how they chose identified populations • Explain how their proposals fit with the needs and resources of the whole funding region • Address differences within a region, such as urban and rural, etc. • Include information for every grant program requested – Basic, EL/Civics, Family Literacy, and Volunteer Literacy <p>Core Concept III: What do they need? Applicants will describe characteristics and challenges that affect the learning outcomes for the targeted groups, such as needs, goals, barriers, and other factors.</p> <ul style="list-style-type: none"> • Descriptions will include the need for enhanced, wrap-around services, as well as educational needs and barriers. They will consider students’ schedules, childcare and transportation needs, etc. 	<p>Rubrics for Narrative</p> <p>Exceeds the Standard -- 4 or 5 -- Highly recommended for funding <i>Applications scored as 4 or 5 meet the standard for Section 1 and exceed that standard in all three ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Synthesize a meaningful analysis of the data with conclusions about regional and local issues, target populations, and the needs of the identified students • Demonstrate exceptional capacity to serve targeted students evidenced by the pattern of services for targeted populations • Explain the role of their program within their region in serving the broad populations identified as in need <p>Meets the Standard -- 3 -- Recommended for funding <i>Applications scored as a 3 clearly describe who will be served in a way that:</i></p> <ul style="list-style-type: none"> • Addresses every question in Section 1 • Responds to all of the Core Concepts (I – IV) for this section • Explains how the issues, populations, and challenges selected are reflected in the data, including the needs of the workforce and economy • Defines a clear relationship between regional and local needs and their proposal • Demonstrates capacity to serve targeted students <p>Below the Standard -- 1 or 2 -- May be recommended for funding <i>Applications scored as 1 or 2 do not clearly describe who will be served and/or:</i></p> <ul style="list-style-type: none"> • Do not address every question in Section 1 • Do not respond to all of the Core Concepts (I – IV) for this section • Do not explain how selected issues, populations, and challenges are reflected in the data • Do not define a clear relationship between regional and local needs and their proposal • Do not demonstrate capacity to serve targeted students. <p>Ineligible as defined by WIA, Title II -- 0 -- Can not be funded <i>Applications scored as 0:</i></p>

	<ul style="list-style-type: none"> • Applicants may use surveys of local/area businesses, students, and local partners like WorkFirst and One Stop to identify what students need in order to compete in the local workforce and economy. • Descriptions will include information for every grant program requested – Basic, EL/Civics, Family Literacy, and Volunteer Literacy. <p>Core Concept IV: How many students will you serve? Applicants will specify how many people they propose to serve and describe how they will increase the numbers served.</p> <p>SBCTC will provide enrollment information for existing providers. Applicants that have not been part of the current provider system can use National Reporting System for Adult Education guidelines, state assessment policy materials, and technical assistance from SBCTC staff to convert their enrollment data into comparable terms.</p> <p>Applicants will report and project enrollments based on federal requirements defined in the National Reporting System. Participants are defined as individuals who:</p> <ul style="list-style-type: none"> • are at least 16 years old and not enrolled in K-12 school, • have demonstrated educational needs below the high school level as evidenced by a standardized test and/or are unable to speak, read, or write the English language, • have recorded demographic information that includes birth date, race/ethnicity, and gender, and • have attended for at least 12 hours of instruction. 	<ul style="list-style-type: none"> • Do not demonstrate a history of providing ABE services • Do not propose to serve eligible students as they are identified in WIA, Title II. <p style="text-align: center;">Rubrics for Chart 1</p> <p>Exceeds the Standard -- 10 -- Highly recommended for funding</p> <ul style="list-style-type: none"> • The number of students proposed to be served in 2008 is a 6% or more increase over the number served by applicant in 2006 <u>and</u> proposed increases are supported by application narrative <p>Meets the Standard -- 6 -- Recommended for funding</p> <ul style="list-style-type: none"> • The number of students proposed to be served in 2008 is 4% or more than the number served by applicant in 2006 <u>and</u> proposed increases are supported by application narrative <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The number of students proposed to be served in 2008 is less than a 4% increase over the number served by applicant in 2006 <u>and</u> mitigating factors are fully described in the application narrative <p>Below the Standard -- 2 -- May be recommended for funding</p> <ul style="list-style-type: none"> • The number of students proposed to be served in 2008 is 4% or more over the number served by applicant in 2006 <u>but</u> proposed increases are not supported by application narrative <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The number of students proposed to be served in 2008 is less than a 4% increase over the number served by applicant in 2006 <u>but</u> narrative does not adequately explain lower proposed enrollment <p>Ineligible as defined by WIA, Title II -- 0 -- Cannot be funded <i>Applications scored as 0:</i></p> <ul style="list-style-type: none"> • Do not propose numbers of students to be served who are eligible as identified in WIA, Title II
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Master Application Questions	Core Concepts	Scoring Rubrics
<p><u>Section 2: What are you going to do to ensure student success?</u></p> <p>Consider research and evidence about effective adult basic education practices and your own program effectiveness data to describe how you will carry out Components 1-5 as they are identified in the diagram of Washington State Minimum Components of Adult Basic Education Services, Activities, and Programming. (You will find this diagram under the Grant Criteria tab in OGMS.)</p> <p>For each component answer:</p> <ul style="list-style-type: none"> • What will you do across all the programs that you are applying for? • What variations do you propose for specific programs (EL/Civics, Family Literacy, and/or Volunteer Literacy)? • How does the research you selected support what you will do? (Cite the research number from the Research Summary located on the SBCTC web site at http://www.sbctc.ctc.edu/college/abe/research_summary.doc) <p>1A. Minimum Component #1-Program Orientation (Activities: Expectations and possibilities, appraisal, LD screening, barrier mitigation and support, intake, goal-setting, program placement (i.e. adult basic education/ABE, English as a Second Language/ESL, General Educational Development/GED, High School Completion/HSC))</p> <p>1B. Minimum Component #2-Teaching and Learning Plans (Activities: Pre-test, plan teaching, intensity and duration, clarify class focus, students’</p>	<p>Logic Model: What does research and/or evidence say works best with students?</p> <ul style="list-style-type: none"> • What outcomes do you propose? • What do you propose to do? <p>Core Concept V: What does research and/or evidence say works best with students? Applicants will use the research and evidence-based practices identified in the Research Summary http://www.sbctc.ctc.edu/college/abe/research_summary.doc on the SBCTC web site as the basis for designing program activities for the populations they have targeted.</p> <p>Applicants will describe the instructional practices they propose and how those practices are based on research findings, including the SBCTC’s Tipping Point and Socioeconomic studies.</p> <p>All applicants will address how they will incorporate into their instructional programs integrated computer literacy and initiatives that integrate adult basic education and specific skills needed for the workforce – such as Integrated Basic Education and Skills Training (I-BEST) and Workplace Basic Skills.</p> <p>All applicants will include information and answers for every grant program requested: Basic, EL/Civics, Family Literacy, and Volunteer Literacy.</p> <p>Core Concept VI: What outcomes do you propose? Applicants will identify outcome targets that reflect achievements in academics and transitions to work and/or further training. They will describe how they plan to increase those outcomes and transitions.</p> <p>SBCTC will provide all applicants information about prior system performance in the core measures required by the National Reporting System and the state’s federal performance targets.</p> <p>Applicants will provide the following student performance data:</p> <ul style="list-style-type: none"> • performance data for the last full program year, 2005-06, and • proposed performance targets for the 2007-08 program year. <p>Applicants that have not been part of the current provider system can</p>	<p>Rubrics for Narrative</p> <p>Exceeds the Standard -- 8 or 10 --Highly recommended for funding <i>Applications scored as 8 or 10 meet the standard for Section 2 and exceed that standard in all four ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Synthesize the identified research with the components of an effective program into a coherent program design to meet the needs of targeted populations • Identify learning pathways through and beyond adult basic education • Demonstrate exceptional capacity to provide proposed activities as evidenced by the pattern of student outcomes • Propose expansion of I-BEST, Workplace Basic Skills and/or e-learning into proposed program activities <p>Meets the Standard – 6 --Recommended for funding <i>Applications scored as 6 will clearly describe what providers are going to do to ensure student success in a way that:</i></p> <ul style="list-style-type: none"> • Addresses every question in Section 2 • Responds to all of the Core Concepts (V – VII) for this section • Incorporates Minimum Components 1-5 into a program designed to serve adult learners • Cites at least one piece of research for each component • Explains how research is reflected in the program design, including the SBCTC’s Tipping Point and Socioeconomic studies • Demonstrates capacity to provide proposed activities • Incorporates integrated computer literacy and programs that integrate adult basic education and specific skills needed for the workforce – such as Integrated Basic Education and Skills Training (I-BEST) and Workplace Basic Skills <p>Below the Standard -- 2 or 4 -- May be recommended for funding <i>Applications scored as 2 or 4 do not clearly describe what providers are going to do to ensure student success and/or:</i></p> <ul style="list-style-type: none"> • Do not address every question in Section 2 • Do not respond to all of the Core Concepts (V – VII) for this section • Do not incorporate Minimum Components 1-5 into a program design to serve adult learners • Do not cite research and/or explain how the research is reflected in

<p>personal goals, integrate technology and computers)</p> <p>1C. Minimum Component #3-Instruction (Activities: Use assessment data, individual and group goals to design real-life learning activities with scope and sequence, linked to learning standards)</p> <p>1D. Minimum Component #4-Feedback (Activities: Interim assessments (post-tests) to observe and capture evidence, monitor progress, transfer learning to real-life, revisit goals and pathways)</p> <p>1E. Minimum Component #5-Transition and Pathways (Activities: Plan to reach tipping point: referral to GED testing, I-BEST, skill or vocational training, other post-secondary, and/or employment)</p> <p>2) What evidence do you have that your organization has demonstrated capacity to carry out the activities you have proposed in this section? Please describe.</p> <p>Complete Chart #2 to provide outcomes information for students you have served and propose to serve in fiscal year 2007-08. Directions are included with the chart. (You will find Chart #2 under the Grant Criteria tab in OGMS.)</p>	<p>use guidelines for National Reporting System for Adult Education, state assessment policy materials, and technical assistance from SBCTC staff to convert their results into comparable terms.</p> <p>Core Concept VII: What do you propose to do? Applicants will describe their program activities for target populations to be served. They will address:</p> <ul style="list-style-type: none"> • Program orientation – Expectations and possibilities, appraisal, LD screening, barrier mitigation and support, intake, goal-setting, program placement (i.e. adult basic education/ABE, English as a Second Language/ESL, General Educational Development/GED, High School Completion/HSC) • Teaching/learning plans - Pre-test, plan teaching, intensity and duration, clarify class focus, students’ personal goals, and integrate technology and computers • Instruction – Use assessment data, individual and group goals to design real-life learning activities with scope and sequence, linked to learning standards • Feedback – Interim assessments (post-tests) to observe and capture evidence, monitor progress, transfer learning to real-life, revisit goals and pathways • Transition/pathways - Plan to reach tipping point: referral to GED testing, I-BEST, skill or vocational training, other post-secondary, and/or employment <p>Descriptions will address the issues of flexibility, student support and multiple learning options for different population groups.</p> <p>For ESL students, applicants will also describe program activities that:</p> <ul style="list-style-type: none"> • Enable students to demonstrate the ability to navigate workplace, government, education, health care and financial systems, making meaningful contributions and realizing benefits for themselves and their families, and • Ensure student participation in community structures and activities, as described in Equipped for the Future role maps. 	<p>the program design</p> <ul style="list-style-type: none"> • Do not incorporate integrated computer literacy and programs that integrate adult basic education and workforce skills • Do not demonstrate capacity to provide proposed activities <p>Ineligible as defined by WIA, Title II -- 0 -- Cannot be funded <i>Applications scored as 0:</i></p> <ul style="list-style-type: none"> • Do not demonstrate history of providing allowable ABE services • Do not propose activities allowable under WIA, Title II <p style="text-align: center;">Rubrics for Chart 2</p> <p>Exceeds the Standard -- 10 -- Highly recommended for funding</p> <ul style="list-style-type: none"> • Proposed outcomes on Chart 2 exceed both the federal performance targets and applicant’s 2006 performance levels for each of the levels the applicant is proposing to serve <u>and</u> proposed targets are supported by application narrative <p>Meets the Standard -- 6 -- Recommended for funding</p> <ul style="list-style-type: none"> • The proposed outcomes on Chart 2 are at least the same as the federal performance targets and exceed applicant’s actual 2006 performance for each of the levels the applicant is proposing to serve <u>and</u> proposed targets are supported by application narrative OR • The proposed outcomes on Chart 2 are less than the federal performance targets and/or applicant’s actual 2006 performance for each of the levels the applicant is proposing to serve <u>and</u> mitigating factors are fully described in the application narrative <p>Below the Standard -- 2 --May be recommended for funding</p> <ul style="list-style-type: none"> • The proposed outcomes on Chart 2 are at least the same as the federal performance targets and/or applicant’s 2006 performance for each of the levels the applicant is proposing to serve, <u>but</u> the proposed targets are not supported by the application narrative OR • The proposed outcomes on Chart 2 are less than the federal performance targets and/or applicant’s 2006 performance for each of the levels the applicant is proposing to serve, <u>but</u> the application narrative does not adequately explain the lower proposed outcomes <p>Ineligible as defined by WIA, Title II – 0 -- Cannot be funded</p> <ul style="list-style-type: none"> • Does not propose outcomes
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Master Application Questions	Core Concepts	Scoring Rubrics
<p><u>Section 3: How will you provide and leverage resources to support your plan for services to targeted populations?</u></p> <p>Considering the students you are proposing to serve and your plan of activity to help them reach identified outcomes:</p> <p>1A. What strategies, including recruitment, hiring practices, and appropriate professional development activities, will you use to ensure that your program provides well-trained staff?</p> <p>1B. How will you carry out activities listed under Component #6 in the Minimum Components diagram? The Resource Coordination activities are: messaging, Literacy Week, advertisements, student recruitment, links with community partners for referrals and services. (You will find this diagram under the Grant Criteria tab in OGMS.)</p> <p>1C. What specific external partnerships do you have that will provide for wrap-around adult basic education and support services?</p> <p>2) What evidence do you have that your organization has demonstrated capacity to carry out the partnership activities you have proposed? Please describe.</p>	<p>Logic Model: What resources do you need to do this?</p> <p>Core Concept VIII: What resources do you need to do this? Applicants will identify what is needed to provide the adult basic education programs they have proposed including:</p> <ol style="list-style-type: none"> 1. Well-trained instructors, staff, and administrators 2. Professional development activities that instructors, staff, and administrators will access 3. Specific partners and partnership activities that increase access, improve outcomes, and build understanding and support for the role of adult basic education in meeting the state’s workforce development and economic goals, including: <ol style="list-style-type: none"> a. TANF/WorkFirst partnerships b. internal and external partnerships that provide for pathways and learning options c. additional specific partnerships or kinds of partnerships to carry out different aspects of the adult basic education program proposed in this application <p>Applicants will include information for every grant program requested: EL/Civics, Family Literacy, and Volunteer Literacy.</p>	<p>Rubrics for Narrative</p> <p>Exceeds the Standard -- 4 or 5 -- Highly recommended for funding <i>Applications scored as 4 or 5 meet the standard for Section 3 and exceed that standard in both ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Identify a plan for on-going professional development that supports <u>all</u> instructors, staff, and administrators to carry out proposed activities • Demonstrate exceptional capacity for internal and external partnerships that support increased numbers of students and outcomes tied to workforce development and economic goals <p>Meets the Standard – 3 -- Recommended for funding <i>Applications scored as 3 will clearly describe what resources providers need to carry out their program design with targeted students in a way that:</i></p> <ul style="list-style-type: none"> • Addresses every question in Section 3 • Responds to the Core Concept (VIII) for this section • Identifies professional development activities that instructors, staff, and administrators will access in order to carry out proposed program activities • Demonstrates capacity for partnerships that increase student access and outcomes and build support for adult basic education <p>Below the Standard -- 1 or 2 -- May be recommended for funding <i>Applications scored as 1 or 2 do not clearly describe what resources providers need to carry out their program design with targeted students and/or:</i></p> <ul style="list-style-type: none"> • Do not address every question in Section 3 • Do not respond to the Core Concept (VIII) for this section • Do not demonstrate capacity for partnerships that increase student access and outcomes and build support for adult basic education
<p>THIS COMPLETES THE QUESTIONS FOR THE MASTER APPLICATION. REMINDER: Send Charts 1 and 2 immediately after you submit this application.</p> <p>If you ARE APPLYING for BASIC GRANT funding, please continue to Section 4-Basic Grant Budget Narrative, Section 5-Basic Grant Match Narrative, and the Budget tab in OGMS.</p> <p>If you are NOT APPLYING for the BASIC GRANT, please mark this section, Section 4, Section 5, and the Budget tab as complete in OGMS. Do NOT respond to the narrative questions or enter a budget. Please complete other program application(s) for which you are requesting funds.</p>		

EL/Civics Application Questions	Core Concepts	Scoring Rubrics
<p>ALL applicants must first complete the Master Application and mark the checkbox in OGMS to confirm completion of the Master Application.</p> <p>If you have not completed the Master Application, please do so now.</p> <p>Please note that the scoring of all responses will be based on the way the Core Concepts are addressed.</p> <p>1) At a minimum, how will you integrate the essential elements of EL/Civics programs identified in the Center for Adult English Language Acquisition (CAELA)’s research “<i>English Literacy and Civics Education</i>” into your EL/Civics program design and activities so that your ESL students will become effective participants in, rather than clients of, our society, while they learn to read and communicate in English? This research is located at http://www.cal.org/caela/esl_resources/briefs/el_civics.html</p> <p>2) What evidence do you have that your organization has demonstrated capacity to carry out the English Literacy and integrated Civics Education activities you have proposed in this section? Please describe.</p>	<p>Core Concept V: What does research and/or evidence say works best with students? Applicants will use the research and evidence-based practices identified for EL/Civics as the basis for designing program activities for the populations they have targeted.</p> <p>Applicants will describe the instructional practices they propose and how those practices are based on research findings.</p> <p>EL/Civics Concepts: Applicants will describe how their proposed EL/Civics program will:</p> <ul style="list-style-type: none"> • Enable participants to develop a sense of how things work, why things happen, what behaviors are acceptable, and how their personal actions can affect decisions and policies; • Assist participants in understanding and learning to maneuver through governmental, educational, community and workplace systems as well as key American institutions, such as banking and health care; • Integrate English literacy and civics education into contextual and experiential teaching and learning; and • Provide students with opportunities to hone their skills in addressing their real-life civics issues and concerns. 	<p style="text-align: center;">Rubrics for Narrative</p> <p>Exceeds the Standard -- 4 or 5 -- Highly recommended for funding <i>Applications scored as 4 or 5 meet the standard for EL/Civics and exceed that standard in all of the ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Synthesize the CAELA research with a coherent EL/Civics program design to meet the needs of targeted populations • Purposefully and transparently use student goals and Washington State Adult Learning Standards to deliver relevant instruction with transferable applications beyond the classroom • Show evidence of community partnerships to provide students with actual civic learning options • Demonstrate exceptional capacity to provide proposed activities as evidenced by the pattern of student outcomes <p>Meets the Standard – 3 -- Recommended for funding <i>Applications scored as 3 will clearly describe an effective EL/Civics program in a way that:</i></p> <ul style="list-style-type: none"> • Answers every question • Responds to the Core Concepts in the Master Application that address EL/Civics students and activities, including the response to the ESL portion of Core Concept VII in Section 2 • Describes how the following elements from the CAELA research will be carried out in the proposed EL/Civics program to: <ul style="list-style-type: none"> ◦ Provide contextualized civics-related content ◦ Build students’ English language and literacy skills through civics learning activities ◦ Incorporate learners’ goals and needs to become knowledgeable citizens ◦ Provide students with opportunities to apply civics knowledge to resolving real problems in their daily lives • Demonstrates capacity to provide the proposed EL/Civics activities • Describes how requested EL/Civics funds will be used to enhance existing ESL activities <p>Below the Standard -- 1 or 2 -- May be recommended for funding <i>Applications scored as 1 or 2 do not clearly describe an effective EL/Civics program and/or:</i></p>

		<ul style="list-style-type: none"> • Do not address all questions • Do not respond to the Core Concepts in the Master Application that address EL/Civics students and activities, including the response to the ESL portion of Core Concept VII in Section 2 • Do not include all four of the essential EL/Civics components identified in CAELA research • Do not demonstrate capacity to provide an EL/Civics program • Do not describe how EL/Civics funding would enhance existing ESL activities <p>Ineligible as defined by WIA, Title II – 0 -- Cannot be funded</p> <p><i>Applications scored as 0:</i></p> <ul style="list-style-type: none"> • Do not propose to serve limited English proficient students; and/or • Do not propose to teach civics education integrated with ESL; and/or • Propose only stand-alone citizenship training
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Family Literacy Application Questions	Core Concepts	Scoring Rubrics
<p>ALL applicants must first complete the Master Application and mark the checkbox in OGMS to confirm completion of the Master Application.</p> <p>If you have not completed the Master Application, please do so now.</p> <p>Please note that the scoring of all responses will be based on the way the Core Concepts are addressed.</p> <p>1) At a minimum, how will you integrate the essential elements identified by the Goodling Institute’s “<i>Research in Family Literacy</i>” into your Family Literacy program design to enhance the participants’ ability to be effective first teachers of their children and have the skills to support their families economically?</p> <p>How will you structure your Family Literacy program to meet the minimum requirements for hours and activities? This research is located at http://www.ed.psu.edu/goodlinginstitute/pdf/Annotated_Bibliography.pdf</p> <p>2) What evidence do you have that your organization has demonstrated the capacity to carry out the Family Literacy activities you have proposed in this section? Please describe.</p>	<p>Core Concept V: What does research and/or evidence say works best with students?</p> <p>Applicants will use the research and evidence-based practices identified for Family Literacy as the basis for designing program activities for the populations they have targeted.</p> <p>Applicants will describe the instructional practices they propose and how those practices are based on research findings.</p> <p>Family Literacy Concepts: Applicants will describe how their proposed Family Literacy program will:</p> <ul style="list-style-type: none"> • Provide at least 20 hours of family literacy instruction to each participant each week that must include: <ul style="list-style-type: none"> ◦ Adult education activities and/or curriculum that address work skills and lead to economic self-sufficiency (describe activities and provide number of hours/week); ◦ Training to prepare parents as the primary teachers of their children including knowing how to provide age-appropriate activities (describe activities and provide number of hours/week); ◦ Age-appropriate education to prepare children for success in school and life experiences (describe activities and provide number of hours); and ◦ Parent/child interaction time (PACT) that builds family literacy skills (describe activities and provide number of hours/week for both at-home and in-class activities). 	<p style="text-align: center;">Rubrics for Narrative</p> <p>Exceeds the Standard -- 4 or 5 -- Highly recommended for funding <i>Applications scored as 4 or 5 meet the standard for Family Literacy and exceed that standard in all of the ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Synthesize the Goodling research with the components of an effective program into a coherent Family Literacy program design to meet the needs of targeted populations • Fully integrate all four required components • Demonstrate exceptional capacity to provide proposed activities as evidenced by the pattern of student outcomes <p>Meets the Standard – 3 -- Recommended for funding <i>Applications scored as 3 will clearly describe an effective Family Literacy program in a way that:</i></p> <ul style="list-style-type: none"> • Addresses every question • Responds to the Core Concepts in the Master Application that address Family Literacy students and activities • Explains how research is reflected into the program design • Describes how all four Family Literacy components will be provided, including required hours and activities for each component • Demonstrates capacity to provide Family Literacy activities <p>Below the Standard -- 1 or 2 -- May be recommended for funding <i>Applications scored as 1 or 2 do not clearly describe an effective Family Literacy program and/or:</i></p> <ul style="list-style-type: none"> • Do not address every question • Do not respond to the Core Concepts in the Master Application that address Family Literacy students and activities • Do not explain how research is reflected in program design • Do not describe how all four Family Literacy components will be provided, including hours and activities for each component • Do not demonstrate capacity to provide a Family Literacy program

Volunteer Literacy Program Application Questions	Core Concepts	Scoring Rubrics
<p>ALL applicants must first complete the Master Application and mark the checkbox in OGMS to confirm completion of the Master Application.</p> <p>If you have not completed the Master Application, please do so now.</p> <p>Please note that the scoring of all responses will be based on the way the Core Concepts are addressed.</p> <p>1) At a minimum, how will you integrate the essential elements from either NCSALL’s “The Impact & Use of Authentic Materials” or “Collaborating with Students to Build Curriculum” into your Volunteer Literacy program design in order to increase the effectiveness of your program in helping students meet their learning goals?</p> <p>How will you structure your Volunteer Literacy program to recruit, support and utilize volunteers?</p> <p>How many instructional volunteers will you match with students in 2007-08?</p> <p>What activities and structures will you use to ensure that a minimum of 1,000 student contact hours will be provided by your volunteers in 2007-08?</p> <p>This research is located at http://www.ncsall.net/?id=191 and http://www.ncsall.net/?id=192</p> <p>2) What evidence do you have that your organization has demonstrated the capacity to carry out the Volunteer Literacy activities you have proposed in this section? Please describe.</p>	<p>Core Concept V: What does research and/or evidence say works best with students?</p> <p>Applicants will use the research and evidence-based practices identified for Volunteer Literacy as the basis for designing program activities for the populations they have targeted.</p> <p>Applicants will describe the instructional practices they propose and how those practices are based on research findings.</p> <p>Volunteer Literacy Concept: Applicants will describe how their proposed Volunteer Literacy programs will:</p> <ul style="list-style-type: none"> • Meet the quality standards for volunteers identified in the Volunteer Literacy Principles http://www.sbctc.ctc.edu/college/abe/volunteer_literacy_principles.pdf • Provide at least 1,000 student contact hours annually and increase student contact hours over time • Utilize volunteers in a variety of tutoring models, including one-on-one tutoring, small group instruction, and as a part of classroom instruction offered by the funded organization or another identified provider 	<p>Rubrics for Narrative</p> <p>Exceeds the Standard -- 4 or 5 -- Highly recommended for funding <i>Applications scored as 4 or 5 meet the standard for Volunteer Literacy and exceed that standard in all of the ways indicated below. They:</i></p> <ul style="list-style-type: none"> • Synthesize the NCSALL research with the components of an effective program into a coherent Volunteer Literacy program design to meet the needs of targeted populations • Clearly utilize the Volunteer Literacy Principles in a comprehensive design to recruit, support, and utilize volunteers • Provide more than 1,000 student contact hours • Use research to support a variety of tutoring models to serve students • Provide a detailed plan to increase student contact hours, including the number of instructional volunteers • Demonstrate exceptional capacity to provide proposed activities as evidenced by the pattern of student outcomes <p>Meets the Standard – 3 -- Recommended for funding <i>Applications scored as 3 will clearly describe an effective Volunteer Literacy program in a way that:</i></p> <ul style="list-style-type: none"> • Addresses every question • Provides at least 1,000 student contact hours • Incorporates research into a Volunteer Literacy program design • Responds to the Core Concepts in the Master Application that address Volunteer Literacy students and activities • Describes activities to recruit, support, and utilize volunteers based on the Volunteer Literacy Principles • Proposes a program that includes a variety of tutoring models • Demonstrates capacity to provide a Volunteer Literacy program <p>Below the Standard -- 1 or 2 -- May be recommended for funding <i>Applications scored as 1 or 2 do not clearly describe an effective Volunteer Literacy program and/or:</i></p> <ul style="list-style-type: none"> • Do not address every question • Do not provide at least 1,000 student contact hours • Do not incorporate research into the Volunteer Literacy program design

		<ul style="list-style-type: none">• Do not respond to the Core Concepts in the Master Application that address Volunteer Literacy students and activities• Do not propose to use a variety of tutoring models• Do not demonstrate capacity to provide a Volunteer Literacy program
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Consortium Application

For purposes of this RFP, a consortium is a group of two or more ABE providers that will work together to provide for more comprehensive and more effective Adult Basic Education in their Funding Region or their service areas within that region. Normally, a consortium is created to plan a cooperative approach to submitting applications for program approval and funding, to carrying out cooperative public information campaigns, and to develop and implement plans to improve the use of effective learning and teaching strategies.

Each member of the consortium is responsible to the group only for the duties, activities or services that are set out in the consortium's organizing contract. Every member of the consortium remains independent in its other ABE operations and has no say over another member's operations that are not related to the consortium's purpose.

Consortium members are partners and do collaborate, but a "partnership" or a "collaboration" is not necessarily a "consortium." For purposes of this RFP, a partnership or collaboration is a relationship between or among ABE providers and other resource and service agencies that is characterized by working together for a common end. One or more ABE providers might partner with Head Start or Even Start or the local Workforce Development Council, for instance, to provide more comprehensive, wrap-around support or auxiliary services for Family Literacy or Workforce Literacy programs. That might enable each participating agency to become more effective with its "clientele."

If two or more applicants within a funding region are proposing to work as a consortium in 2007-08, provide the following information and answers to the questions below:

Please note that the scoring of all responses will be based on the way the Core Concepts are addressed.

Region # ____

Consortium Members:

Member Organization (College, CBO, etc.)

Adult Basic Education Director

Consortium Application Questions	Core Concepts	Scoring Rubrics
<p>How did your consortium work together to consider data about needs for adult basic education and coordinate individual and shared plans for serving students in your region?</p> <p>How will your consortium work together to increase the effectiveness of adult basic education services in your common service area?</p> <p>How will your consortium coordinate resources across your region or common service area?</p>	<p>Consortium Concepts: Consortium applicants will ensure that the plans of member organizations, which may narrowly target groups, fit into the way that the consortium as a whole addresses the broad populations identified as in need across the region.</p> <p>Consortium applicants will jointly develop and carry out strategies to address the activities described on the Minimum Components diagram and/or incorporate into instructional programs the Adult Learning Standards, Tipping Point Research, and programs that integrate adult basic education and specific skills needed for the workplace – especially I-BEST.</p> <p>Consortium applicants will coordinate efforts to carry out common messaging, Adult Literacy Week activities, advertisements, student referral/recruitment, and links with community partners for referrals and services.</p>	<p align="center">Rubrics for Narrative</p> <p>Exceeds the Standard – 5 <i>Applications scored as 5 meet the standard for a Consortium and exceed that standard in the following way. They:</i></p> <ul style="list-style-type: none"> Identify a plan to jointly develop and/or carry out strategies to implement at least three of the following: student referrals and recruitment, Minimum Components of Effective Adult Education Programs, the Adult Learning Standards, Tipping Point research, I-BEST and E-Learning, Adult Literacy Week and common messaging, and building community partnerships <p>Meets the Standard – 3 <i>Applications scored as 3 clearly describe a Consortium in a way that:</i></p> <ul style="list-style-type: none"> Explains how data was used to create the coordinated plan for serving students that is the basis for responses to Section 1, and Provides evidence of coordinated requests for the funding offered through this application process

		Below the Standard – 1 <i>Applications scored as 1 only describe a Consortium in a way that:</i> <ul style="list-style-type: none">• Explains how data was used to create the coordinated plan for serving students that is the basis for responses to Section 1
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