

**PROGRAM DESCRIPTION AND GUIDELINES
FOR
ADULT BASIC EDUCATION AND FAMILY LITERACY ACT
PROGRAM PROPOSALS
Under Title II of the Workforce Investment Act**

FISCAL YEAR 2013

**Due Date: June 8, 2012
4:00PM**

**Return to:
State Office of Adult and Prison Education Resources**

This project funds adult education and literacy services that assist adults in: (1) becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; (2) obtaining educational skills necessary to become full partners in the educational development of their children; (3) in completing their secondary school education and transitioning to post secondary training or education. The program is subsidized by Federal funds and by State and/or local resources.

Instruction is FREE and all books and materials are provided at no cost to the student. Eligible students are: (1) 16 years of age or older; (2) not enrolled in a K-12 education system; (3) possess less than high school level academic skills; or (4) have limited English proficiency and desire to achieve competence in the English Language. Enrollment in programs occurs throughout the funding year.

Students are oriented to the Adult Education system and tested when they enroll in Adult Basic Education Programs. They are assigned to the appropriate instructional level based on assessment scores. Learning is individualized to remediate skill gaps and to build upon student strengths. Student progress is measured through post assessments in accordance with the State's Assessment Policy.

Instruction focuses on reading, writing, speaking, numeracy, problem solving, civics, English as a Second Language and employability skills using evidence based and best practices. Learning materials and contextual instructional approaches designed for adults are used to engage student participation and facilitate learning. As a result of instruction, students become more effective workers, community members or family members.

All programs are responsible for meeting performance targets relating to student academic achievement, employment, and movement to post secondary education/training.

No proposals will be accepted after June 8, 2012.
Only COMPLETE Proposals submitted by the due date will be reviewed.

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FOR PROJECT PROPOSAL FOR
ADULT EDUCATION AND FAMILY LITERACY ACT
Title II of the Workforce Investment Act**

Direct and Equitable Access

Each eligible provider has the opportunity to apply to the Department of Education to receive a sub-grant under The Adult Education and Family Literacy Act. The term eligible provider means:

- a. a local educational agency;
- b. a community based organizations of demonstrated effectiveness;
- c. a volunteer literacy organization of demonstrated effectiveness;
- d. an institution of higher education;
- e. a public or private non-profit agency;
- f. a library
- g. a public housing authority
- h. a non-profit institution with the ability to provide literacy services to adult and families that is not previously described
- i. a consortium of agencies, organizations, institutions, libraries, or authorities
- j. a correctional institution (prison, jail, reformatory, work farm, detention center or halfway house) in which an individual is likely to be released within 5 years of program service

Projects receiving this funding must be in compliance with the following:

Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin.

Title IX of the Education Amendments of 1972 (20 U.S. C. 1681 – 1683) prohibiting discrimination on the basis of sex.

Section 504 of the Rehabilitation Act of 1973 (29 U.S. C. 794) prohibiting discrimination on the basis of handicap. Programs receiving

The Age Discrimination Act (42 U.S.C. 6101 et seq.) prohibiting discrimination on the basis of age.

The Delaware Department of Education is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age, genetic information or Vietnam Era veteran's status in employment, or its programs and activities.

The federal laws and regulations governing the financial reporting of programs must be complied with by those selected to provide services under this funding, including the requirements listed in the Adult Education and Family Literacy Act; Education Department General Administrative Regulations; and OMB Circulars.

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I. Program Year: July 1 - June 30

II. Administration

- A. On-site evaluations and monitoring visits will be conducted to verify compliance with Federal and state rules and regulations and to ensure delivery of a quality instructional program.
- B. Mandatory coordination meetings will be held once a month.
- C. Timely data input into the LACES system is required and will be monitored on a monthly basis.

III. Space

- A. Payment for rental of space is discouraged and will be granted only under special circumstances.
- B. Students must be able to access computers with Internet access for instruction. Prison classes may request a waiver for Internet access.

IV. Instructional Supplies and Equipment:

- A. Instructional materials must be necessary and reasonable for the type of instruction being provided.
- B. Instructional travel may be budgeted if properly supported in the project proposal.
- C. Capital outlay equipment for the program may be considered; however, it is expected that programs will be established at convenient locations where equipment necessary to the instructional program is available.

V. Instruction

Classes may meet on a full -time or part-time basis.

- A. A minimum of four hours per week and providing a minimum of 120 hours of instruction throughout the year.
- B. Instruction should include content in reading, writing, speaking, numeracy, problem solving, and civics. Employability skills and preparation for transition to post secondary training or education should also be integrated into learning activities. All instruction should be contextualized to the real world of the adult learners and to the skills required in the current Delaware job market.

- C. Student attendance rates will be monitored. Low student attendance and retention rates will impact program funding. Class enrollment should have a minimum of 15 – 20 students.
- D. Students cannot be charged fees or tuition for these services and instructional materials must be available to them free of charge.
- E. Average student contact hours should be greater than 75 hours per year.
- F. Reasonable and appropriate use of para-professionals or instructional aides may be budgeted.
- G. All students must be assessed upon entry and post-assessed after 60 hours of instruction in compliance with the Delaware Adult Education Assessment Policy.

VI. Staff

All staff hired for this program must comply with DOE certification regulations.

Appropriate and quality staff development must be provided to staff in alignment with Delaware’s Adult Education Goals and with professional standards for effective staff development.

VII. Travel and Transportation

Funds may be used for transportation of Adult Basic Education staff whose salaries are supported by Federal funds under the State Plan when performing official duties recognized by the Department of Education. Travel rates must comply with DOE travel policy.

VIII. Other Expenses:

Other expenses that may be included in the budget are items such as: program promotion, staff development, and employee benefits provided in accordance with the State Adult Education Plan.

IX. Funding and Reporting

- A. Upon State Board of Education approval of Project Proposal, an Official “Notification of Federal Grant Award” will be sent to the selected providers.
- B. All state funding must be expended by June 30. Federal funding may be extended if a request is made to the State Director prior to June 30.
- C. All costs charged for the program must be reasonable, allocable, allowable and focused towards the achievement of program goals as stated in the RFP.
- D. All reporting of costs must be in compliance with OMB circular, EDGAR, AEFLA and local regulations.
- E. A ledger and all supporting documents of the account of this project must be maintained by the program and retained for Federal audit.
- F. Inventory records must be maintained for all equipment purchased costing \$500.00 or more. A copy of the inventory must be available for review during program monitorings.
- G. Programs must report progress towards performance targets via the LACES Data System. All data should be input locally as soon as possible. The state will formally monitor LACES data on October 15, January 15, April 15 and July 15 of each year to ascertain program progress towards performance targets.

- H. Requests for transfers of unexpended federal monies remaining in budget categories to other needed budget items must be approved by the Director of Adult Education.
- I. ABE Final Program Reports must be completed in LACES by July 15. Financial Reports are due to DOE by August 31. Reduced funding for the new fiscal year could result from late reporting.
- J. All programs awarded funding must report award data and executive compensation data as required by the Federal Funding Accountability and Transparency Act.
- K. Budget amounts must use even dollar figures only. Please ensure that the correct OEC's rates are being used. Incorrect calculations will negatively impact the grant review process.
- L. Administration costs cannot exceed 5% of the entire budget. Administrative costs may include supervision, but does not include curriculum development activities, personnel development or research activities.
- M. Funds may not be used to supplant available state or local salary source but may be used to supplement new program initiatives.
- N. Limited secretarial costs can be approved through this funding. These costs must be justified by an explanation of the job tasks, hourly rate and hours to be billed. All information must be shown on the budget page.
- O. Other staff to be billed to this grant must described by job title, job functions, rate of pay and hours to be billed.
- P. Indirect costs may be entered under "fixed charges, other". The indirect cost rate cannot exceed the rate approved by DOE.
- Q. Programs must provide a minimum 25% of the requested funding as matching funds.

The term "match" refers to the annual amount of state and local funds that a local program must provide in order to receive federal adult education funds. The state and local programs are required to provide non-federal matching funds that are, at a minimum, equal to 25 percent of the total amount of funds expended on adult education and literacy activities. Examples of allowable matching or cost sharing include:

- Allowable costs incurred by the state or local programs under the grant agreement;
- Value of the third party in-kind contributions for the period to which the cost-sharing or matching requirements apply;
- Value of donated services provided to a local program by individuals at rates consistent with those ordinarily paid for similar work in the organization or by employees of other organizations; and,
- Value of third-party donated supplies and loaned equipment or space.

Amounts may count against only one matching requirement. You will not be able to count costs or contributions that have been or will be counted toward the match for other federal grants or contracts. Only allowable expenditures can be used to match. The non-federal contribution may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used

for adult education and literacy activities that are consistent with the purpose of the act. Tuition and fees collected from students may not go toward meeting federal matching, cost sharing, or maintenance of effort requirements related to this award. (34 CFR Part 80.24 and 76.534: AEFLA Sec. 222)

Matching funds must comply with OMB, EDGAR, AEFLA and local regulations.

Proposal Format:

Times New Roman, 12pt.with 1inch margins.

Clearly identify Parts 1, 2, 3, and 4 of the proposal and each subsection within each part.

Be sure to complete budget pages and include with narrative.

Identify the organizational name on each numbered page.

Informational Meeting:

A meeting that explains the requirements of this proposal will be held on May 9, 2012 at 9:00am at the ACE Network, 516 West Loockerman Street, Dover, DE 19904. Participants may attend either in person or via a teleconference. If you are interested in participating in the teleconference, please email Joanne Heaphy at jmheaphy@yahoo.com with your name, organization, email address and telephone number by May 4, 2012 at 4:30pm.

Where to Obtain Assistance:

Questions regarding applications or requests for technical assistance should be directed to Maureen Whelan via email to mwhelan@doe.k12.de.us or by phone at (302) 857 3340.

Awards Final

Decisions regarding applications selected for award are final.

Delivery Instructions

(2) complete proposals with live signatures are to be delivered by June 8, 2012 at 4:00 pm to:

Delaware Department of Education
John W. Collette Resource Center
35 Commerce Way, Suite 1
Dover, DE 19904

**THIS IS A MULTI/ONE YEAR PROPOSAL
FOR
THE ADULT EDUCATION AND FAMILY LITERACY ACT
(AEFLA)
Under Title II of the Workforce Investment Act**

Due date for receiving proposal: June 8, 2012 at 4:00PM

**Return proposals to: State Office of Adult Education, Department of Education
John W. Collette Educational Resource Center
35 Commerce Way
Dover DE 19904**

**One original and one copy is required for proposal review.
All required forms must be complete and returned by due date.**

**ALL PROGRAM GRANT AWARDS CONTINGENT
UPON AVAILABILITY OF FEDERAL FUNDS**

ASSURANCES

**The applicant, _____ L.E.A./State Agency certifies
to the State Chief School Officer that:**

- (a) The plan is submitted by an eligible entity that will perform the functions outlined in the proposal.**
- (b) All provisions of the plan are consistent with State law.**
- (c) The signing local chief officer has the authority under law to receive, hold and disburse Federal funds made available under this proposal.**
- (d) The organization/agency submitting the plan has approved the proposal.**
- (e) The proposal is the basis for the local operation and administration of the program.**
- (f) The funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.**
- (g) The entity will expend funds under this proposal only in the manner consistent with fiscal requirements of the state, EDGAR, OMB and AEFLA.**
- (h) The entity will comply with Title VI of the Civil Rights Act (1966); the State Equal Employment Plan; Title IX of the 1972 Education Amendments; and the Americans with Disabilities Act.**
- (i) Compliance with other federal and state laws that govern State Department of Education programs.**

SIGNATURE:

Superintendent/Chief Executive Officer

DATE

Location of Project _____

Address _____

Program Beginning Date _____

L.E.A. Coordinator or
Federal Program Officer
Submitting This Proposal _____

Signature of
Responsible Party _____

Contact Address _____

Program Phone Number _____

Days and Hours of Instruction _____

I authorize _____

(Name of Program Contact)

to make technical and budgetary changes to this proposal to meet state budget request.

Superintendent/CEO/Board President _____

Date _____

Part I. Proposal Narrative

A. Program Vision/Program Service Delivery Area:

Describe how your proposal will satisfy Delaware's Vision under the Adult Education and Family Literacy Act of 1999. Also, describe the geographic area your proposal will serve and justify by use of data the need for adult basic education services in the proposed area.

Delaware's Vision in the State Plan for Adult Education and Family Literacy

Adults who have not attained high school level skills will receive services under the Adult Education and Family Literacy Act to become more effective employees, family members, and community participants.

B. Program Purpose:

Describe how your proposal will support the Delaware State Plan for Adult Education and Family Literacy Programs.

Delaware's State Plan for Adult Education and Family Literacy Programs

- *Provide quality instruction to adult learners without a high school diploma or GED so they can become more effective employees, family members, and active participants in their communities.*
- *Provide adult learners with skills to successfully attain employment; retain employment; and transition into post secondary training and/or education.*

C. Measurable Goals:

Describe how your program will support Delaware Adult Education Goals. Include which of the following adult populations will be served through your proposal:

- a. Disadvantaged Adults
- b. Adult Immigrants
- c. Homeless Adults
- d. Individuals with Disabilities
- e. Incarcerated Adults
- f. Single Parents and Displaced Homemakers

Delaware's Goals for Adult Education and Family Literacy

Through adult education programs, adult learners will:

- a. *progress along a learning continuum that leads to a high school diploma or GED*
- b. *develop technological skills needed for the workforce*
- c. *learn the soft skills needed for employment attainment and retention*
- d. *gain academic skills that promote job attainment and retention*
- e. *gain the skills required for transition into post secondary training or education*
- f. *gain the skills required to contribute to their child's school success*
- g. *improve English communication skills to gain employment, contribute to their child's success in school, and/or become more effective members of the community (ESL learners)*

Adult Education Programs will:

- h. *document and monitor student progress towards performance outcomes through the LACES system*
- i. *continuously improve instructional delivery to better serve their students*
- j. *provide quality services that support student goals and state performance targets*
- k. *encourage "most in need" populations to participate in adult education programs.*

- l. provide services that promote student retention*
- m. assist learners to complete programs and transition to work, postsecondary training or education or the military.*

D. Evaluation:

Quantitative and qualitative evaluation will be conducted at the local level to monitor student progress towards individual goals and program progress towards outcomes designated in this proposal.

(1). Quantitative Evaluation:

Accurate and valid student data for performance indicators must be recorded in the LACES system. The data will formally be reviewed by the Department of Education on October 15, January 15, April 15 and July 15.

Explain the process your project will use to collect, input, compile, report and analyze student data. Indicate the position responsible for each of the above functions. Also, complete the Performance Indicators Projections below.

Projections for the Adult Education Performance Indicators:

Educational Functioning Levels Indicators

Category	Tentative State FY 13	Local FY2013
Beginning Literacy ABE	48% of Beginning Literacy ABE enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of Beginning Literacy ABE enrollees will acquire the level of basic skills needed to complete the educational functioning level.
Beginning ABE	55% of Beginning ABE enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of Beginning ABE enrollees will acquire the level of basic skills needed to complete the educational functioning level.
Intermediate ABE Low	56% of Intermediate ABE Low enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of Intermediate ABE Low enrollees will acquire the level of basic skills needed to complete the educational functioning level.
Intermediate ABE High	56% of Intermediate ABE High enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of Intermediate ABE High enrollees will acquire the level of basic skills needed to complete the educational functioning level.
Adult Secondary Education Low	40% of ASE Low enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of ASE Low enrollees will acquire the level of basic skills needed to complete the educational functioning level.
ESL Beginning Literacy	45% of ESL Beginning Literacy enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of ESL Beginning Literacy enrollees will acquire the level of basic skills needed to complete the educational functioning level.
ESL Low Beginning	66% of ESL Low Beginning enrollees will acquire the level of basic skills needed to complete the educational functioning level.	_____% of ESL Low Beginning enrollees will acquire the level of basic skills needed to complete the educational functioning level.

	level.	
ESL High Beginning	67% of ESL High Beginning enrollees will acquire the level of basic skills needed to complete the educational functioning level.	___% of ESL High Beginning enrollees will acquire the level of basic skills needed to complete the educational functioning level.
ESL Low Intermediate	59% of ESL Low Intermediate enrollees will acquire the level of basic skills needed to complete the educational functioning level.	___% of ESL Low Intermediate enrollees will acquire the level of basic skills needed to complete the educational functioning level.
ESL High Intermediate	58% of ESL High Intermediate enrollees will acquire the level of basic skills needed to complete the educational functioning level.	___% of ESL High Intermediate enrollees will acquire the level of basic skills needed to complete the educational functioning level.
ESL Advanced	50% of ESL Advanced enrollees will acquire the level of basic skills needed to complete the educational functioning level.	___% of ESL Advanced enrollees will acquire the level of basic skills needed to complete the educational functioning level.

Core Outcome Indicators

Category	Tentative State FY 13	Local FY 13
Placement in Postsecondary Education or Training	17% of the adults learns in this cohort will enroll in further academic or vocational programs.	___% of the adults learns in this cohort will enroll in further academic or vocational programs.
Placement in Employment	50% of the adults learns in this cohort will enroll in further academic or vocational programs.	___% of the adults learns in this cohort will enroll in further academic or vocational programs.
Retention in or job advancement	55% of the adults learns in this cohort will enroll in further academic or vocational programs.	___% of the adults learns in this cohort will enroll in further academic or vocational programs.
High School Diploma or GED	85% of the adults learns in this cohort will enroll in further academic or vocational programs.	___% of the adults learns in this cohort will enroll in further academic or vocational programs.

(2). Qualitative Evaluation:

Local programs must collect information from level and program completers related to NRS follow-up information and the real-life benefits from participation in the program. Real-life benefits relate to work, family and community.

Explain the process by which you will obtain and analyze this information from the adult learners your proposal will serve.

E. Past Effectiveness:

Present information about your past effectiveness and successes in improving literacy skills for adult learners and in achieving participant outcomes. Be sure to include: (1) descriptions of past projects that demonstrate your ability to deliver quality services that meet goals and performance targets; (2) quantitative data regarding enrollment, successful completion rate, and separation rate (those who did not complete the project); (3) qualitative evidence of successful programming; (4) analysis of the project's success and failure; and (5) identified areas where programming improved in response to data analysis.

F. Serving Those Most in Need:

Describe the processes that your proposal will use to recruit and serve individuals in the community most in need of literacy services, including individuals with low income or who have minimal literacy skills.

G. Intensity of Services: _____

Explain the activities and services that will provide sufficient instructional intensity and duration for participants to achieve substantial learning gains towards attainment of a GED or high school diploma.

Identify program strategies that will be used to assist students to: (a) obtain employment, (b) retain employment, (c) transition to further career training, and/or postsecondary education.

H. Effective Practices:

Describe the instructional practices to be used and the evidence based research that supports these practices. Explain how the project will use diagnostic-prescriptive approaches and group instruction to increase academic skills. Explain how attainment of student goals will be tracked and monitored by the student and the program.

I. Real-Life Context:

Describe how the project will offer learning activities based in the real-life context of work, the current Delaware job market, home/family, and community life.

J. Use of Technology: _____

Computers must be available at each class site location for student instructional use. Programs must also have computers capable of operating the MIS, LACES.

Explain how the program will achieve this. Be sure to include how many computers will be available at each site and if they are Internet accessible.

K. Management Plan/Strategies:

Below are some strategies that support quality instruction. Explain how your program will specifically implement them. Please add additional strategies your project may employ that are not mentioned.

<i>Delaware Strategies for Quality and Accessible Adult Education Programs</i>
<i>Provide access to populations who would not otherwise have access to adult education services through a virtual instruction</i>
<i>Develop and monitor individual learning plans with realistic goals, timeframes and clear expectations</i>
<i>Develop career planning portfolios for all adult learners</i>

Provide instructional programs at locations with convenient and safe access

Identify barriers to student retention and provide support services to assist learners to persevere in programs

Integrate knowledge of technology into learning process

Monitor student achievement and provide support services to those not making progress

Provide a learning environment that demonstrates respect and concern for the adult learner

L. Coordination:

Discuss coordination activities and linkages that your project will establish with other agencies and groups within your program delivery area. Discuss collaborative efforts with each of the following: high schools, postsecondary institutions, one-stop centers, job training programs, and social services. Include documentation of agreements of understanding and types of services to be provided.

M. Administration and Staffing:

Explain how teachers and administration work together to provide quality services to adult learners. Since all adult educators must meet certification requirements. List staff names of staff, the job titles, current certifications, and job responsibilities in reference to this project.

N. Staff Development

Describe your professional development plan for all staff. Include how you will assess staff needs; how activities will be selected to meet identified needs; how information received in training will be shared/disseminated to other staff members, and what process you will use to document the transference of learning from professional develop into practice?

O. Management Information:

Describe a management information system you have used in the past to achieve project outcomes. Explain how the system assisted you in attaining project goals and continuous improvement throughout the project timeline.

P. English Literacy:

Describe the need local communities in your program's service delivery area have for English literacy programs. Explain the services that you will provide to English Language Learners in response to this need.

Part II. Anticipated Annual Enrollment/Schedule

A. Enrollment Projections:

Based on identified need in your service area, designate annual enrollment projections. These numbers should reflect the number of adult learners anticipated to be served in FY2013.

Complete the projections for the Adult Education Performance Indicators:

Category	Anticipated enrollment for FY2013	Percent of total	Location(s) where this population will be served	Class schedule for each location	Total hours offered per week at site
Beginning Literacy ABE					
Beginning ABE					
Intermediate ABE Low					
Intermediate ABE High					
Adult Secondary Low					
ESL Beginning Literacy					
ESL Low Beginning					
ESL High Beginning					
ESL Low Intermediate					
ESL High Intermediate					
ESL Advanced					
Total Unduplicated Instruction Hours Offered during FY 13					

C. Populations being served by this proposal.

Subpopulation	Estimated Number of Students	Amount Allocated to this Population
Disadvantaged Adults		
Adult Immigrants		
Homeless Adults		
Individuals with Disabilities		
Individuals under Corrections Supervision		
Single Parents and Displaced Homemakers		
Adults in need of English Literacy		

* If sub-population is served in all classes instead of a specific class location, write "All Classes".

D. ADMINISTRATIVE COSTS CALCULATION SHEET

Administrative costs are those reasonable, necessary and allowable costs associated with overall project management and not directly related to provision of services to participants or allocable to other cost categories.

Administrative costs can be both direct and indirect. Indirect costs are service oriented costs that benefit the entire organization in a business sense.

Administrative Costs

Supervision	_____
Clerical Support	_____
Contracted	
Audit	_____
Telephone/Utilities/Facilities	_____
Other	_____
Supplies and Materials	
Office (for non-instructional purposes)	_____
Indirect Costs	_____
Capital Outlay (for non – instructional purposes)	_____
TOTAL	_____
Divide the TOTAL amount from above	_____
by the total request of the grant	_____
to determine the Percentage of Administrative Cost	_____ %

Note: The administrative cost percentage cannot exceed 5% of the total grant.

Part III. Staffing and Professional Development

A. Number of Staff by Category:

Category	Number and Name	Years of Teaching Experience	Current Certifications
Teachers Full Time			
Teachers Part Time			
Para instructional aides			
Administration (Program Mangers, etc.)			
Clerical Support			N/A

B. Professional Development Plan for Staff

Topic	For Whom	Timeframe for presentation

Part IV. Budget Narrative:

Describe how the budget aligns with activities of the proposal. Describe each staff position, its job responsibilities, total hours each staff member will work over the course of the project, pay rate per hour and any other items and their purposes that will be purchased through this funding.

Part V. Complete Budget Pages

Program Review Form

- (A) **Program Vision**
To what degree does project vision align with state vision. (2 Points) _____

- (B) **Program Purpose**
To what extent does project purpose support State Plan for Adult Education? (2 Points) _____

- (C) **Measurable Goals:**
To what extent do project goals align with State Goals for Adult Education?
To what degree are local performance targets aligned with state targets?
To what degree does the proposal address special populations? (5 Points) _____

- (D) **Evaluation**
How will the project monitor and promote student progress while meeting or exceeding performance targets?
How will program use data to improve instruction? (10 Points) _____

- (E) **Past Effectiveness:**
What past experiences indicate that the project can attain the outcomes designated in this proposal? (5 Points) _____

- (F) **Serving Those Most in Need:**
Is the provider committed to serving individuals in the community most in need of literacy and English Language Learner services as indicated by demographic data?. (5 Points) _____

- (G) **Intensity of Services:**
Is the project of sufficient intensity and duration for participants to achieve substantial ABE and ESL learning gains and meet or exceed target performances for core outcomes? (10 Points) _____

- (H) **Effective Practices:**
Are the activities based on a strong foundation of evidence based practice and proven effective practice?(10 Points) _____

- (I) **Real-Life Context:**
Does the project provide real-life contextual instruction related to workplace, family and community? (10 Points)..... _____

- (J) **Use of Technology:**
What is the extent to which programs employ educational technology for student progress?
What is the program’s ability to successfully implement the LACES system? (5 Points) _____

- (K) **Management Plan/Strategies**
What is the extent of support services the project will offer that impact student recruitment and retention? How will the project support students transitioning to postsecondary training or education? (10 Points) _____

- (L) **Coordination:**
How will the project coordinate with other community resources to maximize support for adult learners?.(3 Points) _____

- (M) **Administration and Staffing**
How does the project address communications between staff and administration? (2 Points) _____

- (N) **Staff Development :**
Has a focused and defined process for staff development that meets program and staff needs been developed?. (5 Points) _____
- (O) **Management Information:**
What is the project's capacity to monitor and promote student progress through the use of an MIS such as LACES? (5 Points) _____
- (P) **English Literacy:**
Has the project has proven there is a need for additional English literacy programs in its delivery area. (2 Points) _____
- (Q) **Budget:**
Does the budget align with the operation and management of a project that assist adult learners to increase their skills and meet or exceed designated performance targets? (10 Points) _____

TOTAL _____ **(100 points)** _____

- _____ I recommend this program without reservation.
- _____ I recommend this program with the following modifications.
- _____ I do not recommend this program for funding.