

Request for Proposals for
English Literacy and Civics Education
Programs and Services

Funded under the
Adult Education and Family Literacy Act
Title II, Workforce Investment Act
July 2002

Due Date: September 6, 2002

Eligibility: Any existing adult education program in Kansas – whether funded through AEFLA basic grant funding, Even Start, Migrant Even Start, Reading Excellence, 21st Century Community Learning Centers, Community Technology Centers, non-state, non-federal resources – is eligible to submit proposals in this competition. Due to limited federal resources, Kansas Board of Regents **cannot** consider proposals for **start-up programs** or from existing adult education programs that count any program activities or learner participation **for state aid or federal funding** from sources other than those mentioned above.

By submitting a proposal for an English Literacy and Civics Education program, each program receiving an award agrees that:

- any additional AEFLA English Literacy and Civics Education funding received shall supplement and not supplant other grant funding;
- receipt or non-receipt of AEFLA English Literacy and Civics Education funding in no way relieves an AEFLA-funded program's responsibility to provide approved activities or to fulfill other stipulations of the original FY03 AEFLA basic grant proposal, if previously awarded;
- all English Literacy and Civics Education activities approved for funding shall be added to the original FY03 AEFLA basic grant funding awards, if any;
- it is subject to the same federal and state requirements for providing quality services as AEFLA basic grant funded programs and that it will provide evidence of such;
- it is subject to the same federal and state requirements for reporting as AEFLA basic grant funded programs and understands that failure to meet reporting requirements or outcome projections will result in immediate suspension of funding;
- it will be evaluated annually, and evaluation results may impact future funding;
- a representative from its staff will participate in a statewide taskforce to review and assess quality English Literacy and Civics Education materials and develop new materials for statewide dissemination.

Available Funding: Total available funding for FY03, the first year of the two-year grant cycle, is \$274,000, and it is anticipated that similar federal funding will be available for FY04, the second year of the two-year cycle, subject to appropriations from U.S. Congress. Eligible programs may apply for English Literacy and Civics Education grants ranging between \$10,000 and \$50,000 per year for FY03 and FY04. Funds granted for FY03 must be spent no later than June 30, 2003. Programs receiving funding will be notified by September 17, 2002. Effectiveness of meeting proposed outcomes and providing quality services as measured by the *Indicators of a Quality Adult Education Program* will determine eligibility for funding for the second year of the funding cycle.

Grant Writing Workshop: For additional information about English Literacy and Civics Education programs and preparation of an application, all applicants are encouraged to attend a grant writing workshop on Friday, August 16, 10AM to 2PM, at the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368. To register for the workshop, please call or e-mail Margy McCreedy, 785.296.0175 or mmcreedy@ksbor.org. For more details about the workshop, contact Diane Whitley, 785.368.7359 or dwhitley@ksbor.org, or Dianne Glass, 785.296.7159 or dglass@ksbor.org

Deadline and Submission: Proposals sent by hand or carrier must be submitted no later than **5:00 PM on Friday, September 6, 2002**. Proposals submitted by mail need to have a post office **postmark with a date no later than 9/6/02**. Proposals submitted after the deadline will *not* be considered for funding. Proposals should be sent to: **Kansas Board of Regents, Adult Education, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368**. Proposals that are delivered by hand may be brought to Suite 520 at the same address and given to Dianne Glass, Diane Whitley, or Margy McCreedy.

Types of Activities Considered for Funding: Types of activities that programs might consider offering include, but are not limited to:

- implementing or expanding English Literacy and/or Civics Education program services to ensure adult learners remain in a program until designated outcomes are achieved;
- implementing additional English-as-a-Second Language (ESL) classes at different times and/or locations;
- implementing or expanding English Literacy and Civics Education program services to meet learning needs of currently unserved or underserved populations, such as unemployed learners, learners employed in low-paying jobs, learners in need of enhanced skills in order to pass the U.S. citizenship exam, or learners facing multiple barriers to participation in current educational programs; and
- producing new research-based product(s) for use by ESL and Civics Education instructors - such as curriculum resources, instructional aids, or computer software - that enhances learners' educational gains, technology

proficiency, and/or citizenship skills. The product(s) must be replicable across programs.

Step 1. Determining Need for Funding

In order to receive funding, program proposals *must score at least one point on Need Criterion 1 and at least one point on either of the two parts of Need Criterion 2* and have a total of at least 3 out of a possible 6 points. Proposals that do not meet the following need criteria with 3 or more points total will not be considered for or receive funding.

Need Criterion 1. The proposed activities are based on verified current program need.

Population Estimates for Counties (2 Points):

Go to <http://www.ku.edu/pri/ksdata/county.shtml>; click on the county where the program will be offered; in the 2000 census data area, scroll down and click on "Population by Race (Graphs + Tables in HTML); scroll down below the graphs, and click on "Table containing Population by Race data."

When the Total Asian and Pacific Islander [Alone or with other race(s)] and Hispanic Origins populations are added together for the county where the program is located,

2 points = county has 10,001 or more total

1 point = county has 1000 to 10,000 total

0 points = county has below 1000 total

If the program implementation or expansion will be located in more than one county, use the average of the two or more counties' totals to determine points.

Need Criterion 2. The proposed activities are based on verified increase in need since 1990.

Using the same table(s) used for *Need Criterion 1*, determine the net increase in the Asian and Pacific Islander [Alone or with other race(s)] and Hispanic Origins populations since 1990.

Part 1

The increase from 1990 to 2000 in the Asian and Pacific Islander [Alone or with other race(s)] and Hispanic Origins population for the county where the program is located is

2 points = 1501 or more

1 point = 100 to 1500

0 points = below 100

If the program implementation or expansion will be located in more than one county, use the average of the two or more counties' totals to determine points.

AND

Part 2

The 2000 Asian and Pacific Islander [Alone or with other race(s)] and Hispanic Origins populations comprise the following percentage of the total county population:

2 points = 4.0% or higher

1 point = greater than or equal to .5% and less than 4.0%

0 points = below .5%

If the program implementation or expansion will be located in more than one county, use the average of the two or more counties' totals to determine points.

Step 2. Identifying Activities Required for Funding

If a program determines that it is eligible to submit a proposal after following Step 1, it should develop a proposal addressing how it will conduct **all five (5) required activities** detailed below. The design and implementation of the English Literacy and Civics Education program must incorporate the following:

Activity 1 Criterion: A contextually relevant curriculum that addresses the skills necessary for learners served by this funding to function in the multiple adult roles of family member, community member, and employee (4 points);

Activity 2 Criterion: An effective program design (including sufficient intensity and duration) to facilitate the participants meeting their educational, citizenship skills, and employment goals (4 points);

Activity 3 Criterion: A staff with the educational background and English as a Second Language (ESL) experience to facilitate quality English Literacy and Civics Education program services (4 points);

Activity 4 Criterion: Service to the most in need and hardest to serve (4 points); and

Activity 5 Criterion: Effective use of technology in English Literacy and Civics Education instruction (2 points).

Step 3: Writing the Proposal

Proposal Structure: Proposals must address the following sections--activities criteria, budget proposal, and cost effectiveness. Proposals should be written with sufficient detail to allow reviewers to fully understand the scope of the proposed activities, yet be succinct and brief. In order to be considered for funding, proposals must address **all five (5) required activity criteria, include a budget proposal, and include an outcomes estimate and an estimate of cost per outcome, which will be used to determine program cost-effectiveness.** All page length maximums include single-sided pages with at least 12-point fonts, no less than 1-inch margins on all sides, and single spacing.

Activities Criteria

Activity 1 Criterion Narrative (4 points - Submit no more than one page of narrative.)

Describe the contextually relevant curriculum that will be used to assist participants served by the English Literacy and Civics Education funding to gain skills necessary to function in the roles of family member, community member, and employee. Provide details about the curriculum, and explain how the curriculum will be delivered.

Activity 2 Criterion Narrative and Table (4 points - Submit no more than one page of narrative in addition to the **Activity 2 Criterion Table** on the following page.)

Describe the design of the English Literacy and Civics Education program.

Describe how the English Literacy and Civics Education program will supplement and not supplant any existing ESL or citizenship services.

Complete the table on the next page, indicating current ESL and citizenship classes (in black) and **the proposed ESL and citizenship classes (in red)**. List any additional services, beyond instruction, that the program will offer participants. Additional copies of the table may be made if needed.

Activity 3 Criterion Table (4 points - Complete the **Activity 3 Criterion Table** on the following page by listing all staff involved in the English Literacy and Civics Education program. Make additional copies of the table if needed.)

Activity 4 Criterion Narrative and Table (4 points – Submit no more than one page of narrative and complete the **Activity Criteria 4 Table** on the following page.) Describe how the English Literacy and Civics Education program will recruit the most-in-need and hardest-to-serve learners. Detail how the quality of program services will ensure that participants are retained in the program until they achieve the outcomes they have set as goals. On the **Activity 4 Criterion Table** on the following page, include the projected number of learners to be served during FY03 with other funding and the number of learner projected to be served with English Literacy and Civics Education funding during FY03. Note: Evaluation of this criterion emphasizes services to learners at Levels 7, 8, and 9.

Activity 4 Criterion Table

Educational Functioning Level	FY03 Projected Number of Participants Served with Other Funding	FY03 Projected Number of Additional Participants Served with English Literacy/Civics Education Funding
Level 1. Beginning Literacy		
Level 2. Beg. Basic Ed.		
Level 3. Low Intermediate		
Level 4. High Intermediate		
Level 5. Low Adult Sec.		
Level 6. High Adult Sec.		
Level 7. Beginning Literacy ESL		
Level 8. ESL - Beginning		
Level 9. ESL - Low Intermediate		
Level 10. ESL - High Intermediate		
Level 11. ESL - Low Advanced		
TOTALS		

Activity 5 Criterion Narrative (2 points – Submit no more than one page of narrative.) Describe how the program will make effective use of technology (including audio-visual resources, computer software, the Internet, etc.) to deliver quality learning opportunities. Explain how technology resources will be used to enhance traditional instruction and improve learner retention and outcomes. State the number of computers available to participants and the number of those computers that have internet access. If the program will be offered at more than one site, provide information about computer support and internet access for each site. Provide information on how classes will be structured to combine traditional instructional techniques with technology-enhanced instruction.

Budget Proposal

Budget Narrative and Table (4 points – Submit no more than one page of narrative in addition to the **Budget Table** on the following page.)

Indicate total dollar amounts for each category in which the program is requesting funds (instructional salaries, supplies, benefits, learner childcare and transportation, capital outlay, etc.) and explain in no more than one page how the funding will be used to supplement not supplant current programs and activities. Note: Due to limited federal funding, no funds may be allocated for program administration, professional development, nor building rent and maintenance.

English Literacy/Civics Education Budget for FY 2003	
Program Name _____	Federal Funds
200 Instruction	
Instructional Salaries	
Instructional Supplies	
Other Instructional Costs	
SUBTOTAL 200 INSTRUCTION	
Amount of SUBTOTAL 200 proposed for correctional or other residential institutions (maximum 8% of federal funds)	
300 Benefits	
Withholding and Required Benefits	
Fringe Benefits	
SUBTOTAL 300 BENEFITS	
500 Transportation/Childcare	
Support for Learners' Transportation	
Support for Learners' Childcare	
Other Learner Support Expenses	
SUBTOTAL 500 TRANSPORTATION/CHILDCARE	
600 Capital Outlay	
Instructional Equipment (each item \$500 or over)	
Furniture (each item \$500 or over)	
Other Capital Outlay (each item \$500 or over)	
SUBTOTAL 600 CAPITAL OUTLAY	
GRAND TOTAL 200 THROUGH 600	\$ -

Cost Effectiveness

Outcomes Table (maximum of 5 additional points- Complete the **English Literacy/Civics Education Outcomes Table** and the cost per outcome formula below.)

All programs submitting an application must **provide a projection of the number of outcomes** they anticipate from the proposed English Literacy and Civics Education funding. Complete the **English Literacy/Civics Education Outcomes Table** below, indicating projections for outcomes that will be achieved in FY03 based on current funding and projection of additional outcomes that will be achieved with English Literacy and Civics Education funding.

The following outcomes are measured for evaluation of the effectiveness of English Literacy and Civics Education funding:

- 1) the number of participants with improved English language skills measured by completion of levels 7, 8, 9, 10, and 11 as determined from pre-test to post-test on CASAS ESL Speaking, Listening, Reading and/or Writing assessments;
- 2) the number of participants that gained skills necessary to pass the exam to become a U.S. citizen; and
- 3) the number of participants that entered employment.

English Literacy/Civics Education Outcomes Table		
	Projected Outcomes with Current Funding for FY03	Projected Additional Outcomes with EL/CE Funding for FY03
Outcomes		
Completed Educational Level		
Entered Employment		
Achieved U.S. Citizenship Skills		
Total Intended Outcomes		
Total # of Participants		
% Achieving Intended Outcomes		

A. Proposed number of outcomes resulting from EL/CE funding in FY03: _____

B. Requested funding for EL/CE program for FY03: _____

Cost per outcome = _____ (B ÷ A)

Step 4: Determining Approved Applicants and Funding Awards

Program proposals will be evaluated and ranked according to the evaluation rubric on the following pages.

Proposal Evaluation Rubric: Proposals that address the five (5) proposal criteria in “Types of Activities Required for Funding” above and include a budget proposal and a cost-effectiveness estimate will be evaluated according to the following rubric. The rubric assigns 0 to 4 points to each criterion of the five criteria, except for Activity 5 Criterion where it assigns 0 to 2 points, and 0 to 4 points for the budget proposal, for a maximum of 22 points.

In addition, 0 or 5 points will be added to or subtracted from the sub-score based on the program’s proposed cost per outcome. The individual program’s cost per outcome will be compared to the average (mean) cost per outcome of all programs submitting an application for English Literacy and Civics Education funding to determine the cost-effectiveness of each program applicant.

In order to be approved for English Literacy/Civics Education funding, a program applicant must achieve a maximum of 12 points out of a possible 27 points. Points will be determined by consensus of a review committee. All applicants achieving a minimum of 12 points will be eligible for funding. However, funding will be awarded starting with the highest ranked applicant. The highest ranked applicant will be awarded 100% of requested funds; the second highest ranked applicant will also be awarded 100% of requested funds; etc. Therefore, a program may receive a minimum of 12 points and receive no funding or reduced funding because all or a majority of funds were expended before allocations could be made to lower ranked applicants. The review committee will determine application points and applicant rankings and review and recommend funding allocations. The Vice-president for Academic Affairs and the Director of Adult Education will approve final funding allocations.

Proposal Evaluation Rubric			
Criterion1 Point Value	0 Points	2 Points	4 Points
Activity 1 Criterion A contextually relevant curriculum that addresses the skills necessary for learners to function in the multiple adult roles of family member, community member, and employee.	The proposed curriculum is not contextually relevant, will not effectively facilitate outcomes, and will benefit participants minimally or not at all.	The proposed curriculum is somewhat contextually relevant, will facilitate some outcomes, and will benefit participants in some ways.	The proposed curriculum is clearly contextually relevant, will effectively facilitate outcomes, and will clearly benefit participants.
Criterion 2 Point Value	0 Points	2 Points	4 Points
Activity 2 Criterion An effective program design (including sufficient intensity and duration) to facilitate the participants meeting their educational, citizenship skills, and employment goals.	The proposed program has a minimally effective design.	The proposed program has a somewhat effective design.	The proposed program has a highly effective design.
Criteria 3 Point Value	0 Points	2 Points	4 Points
Activity 3 Criterion Staff with an educational background and ESL experience to facilitate quality English Literacy and Civics Education program services.	All staff has significant experience in ESL and less than 75% of paid instructional and administrative staff has a bachelor's or graduate degree, or staff lacks significant ESL experience.	All staff has significant experience in ESL and 75% to 89% of paid instructional and administrative staff has a bachelor's or graduate degree.	All staff has significant experience in ESL and 90% to 100% of paid instructional and administrative staff has a bachelor's or graduate degree.
Criterion 4 Point Value	0 Points	2 Points	4 Points
Activity 4 Criterion Service to the most in need and hardest to serve.	The proposed activities will clearly serve or impact 39% or fewer learners at levels 7, 8, and 9, or service to learners is not clear.	The proposed activities will clearly serve or impact 40 to 59% of learners at levels 7, 8, and 9.	The proposed activities will clearly serve or impact 60% or more learners at levels 7, 8, and 9.
Criterion 5 Point Value	0 Points	1 Point	2 Points
Activity 5 Criterion Effective use of technology in English Literacy and Civics Education instruction.	The proposed activities involve minimal use of technology (less than 10% of the	The proposed activities involve some use of technology (10 to 19% of the	The proposed activities involve extensive use of technology (20 to 49% of the

	instructional schedule employs technology), or rely too heavily on technology (more than 50% of the instructional schedule).	instructional schedule employs technology).	instructional schedule employs technology).
Budget Point Value	0 Points	2 Points	4 Points
Budget Proposal	Budget does not clearly emphasize instructional costs, allocating less than 50% of requested funding for instructional costs.	Budget effectively emphasizes instructional costs, allocating at least 50% but less than 75% of requested funding for instructional costs.	Budget primarily emphasizes instructional costs, allocating at least 75% of requested funding for instructional costs.
TOTAL ACTIVITIES CRITERIA AND BUDGET PROPOSAL POSSIBLE POINTS	0 Points	11 Points	22 Points
PLUS			
COST EFFECTIVENESS POINTS	Subtract 5 Points	0 Points	Add 5 Points
Cost Effectiveness Estimate	The estimated cost per outcome of the English Literacy and Civics Education applicant is at least \$50.01 greater than the average (mean) cost per outcome of all English Literacy and Civics Education applicants combined.	The estimated cost per outcome of the English Literacy and Civics Education applicant is within \$50.00 (greater or lesser) than the average (mean) cost per outcome of all English Literacy and Civics Education applicants combined.	The estimated cost per outcome of the English Literacy and Civics Education applicant is at least \$50.01 less than the average (mean) cost per outcome of all English Literacy and Civics Education applicants combined.
TOTAL APPLICATION POSSIBLE POINTS	-5 Points	11 Points	27 Points