**RIDE Funded ABE/ESOL Programs**

**2017 – 2018 Funding Application**

**Program information & Narrative Question Response Form**

**PROGRAM INFORMATION**

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| **Program Name:**  Program Contact:  Main Office Address:  Telephone: Fax:  Email: | | | **Program Sites (list all sites with programming supported by RIDE funds)** | | | | |
| **Allowable Activities, Programs and Services**  \*Bold and starred are new activities under WIOA – defined in application | Adult education activities  Literacy activities  Workplace adult education and literacy  Family literacy | | | | | | English language acquisition  **Workforce preparation activities\***  **Integrated education and training\***  **Integrated English literacy and civics education\*** |
| **Educational Functioning Levels**  **& Projected Student #s**  **Total Student #\_\_\_\_\_\_** | Beginning Literacy (GLE 0–1.9),  Beginning Basic Education (GLE 2–3.9),  Low Intermediate Basic Education (GLE 4–5.9),  High Intermediate Basic Education (GLE 6–8.9),  Low Adult Secondary Education (GLE 9–10.9), and  High Adult Secondary Education (GLE 11–12.9) | | | | | **ESOL SPL (Student Performance Levels)**  Beginning Literacy (SPL 0–1),  Low Beginning ESOL (SPL 2),  High Beginning ESOL (SPL 3),  Low Intermediate ESOL (SPL 4),  High Intermediate ESOL (SPL 5), and  Advanced ESOL (SPL 6). | |
| **Certificates/ Credentials Offered** | Certificates Offered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Industry Recognized Credentials Offered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  High School Equivalency (GED)  National External Diploma Program (NEDP)  NorthStar  Apprenticeships Offered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **Skills Taught** | Reading  Writing  Listening  Speaking  Math/Numeracy | | | GED Prep  Work readiness  Work-based learning  Digital Literacy/technology  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **Time/Duration of Instructional Service**  (Please provide a class schedule) | Morning  Afternoon  Evening  Weekend  Summer | ***School Year***  # hours/week for # weeks per year  ***Summer***  # hours/week for # weeks  Days of the week | | | | | |
| **Cost** | Program is free  Costs to students (circle those that apply: tuition, books, materials, etc.)  ***Total cost to students:***  ***Special circumstances:*** | | | | | | |
| **Program Procedures in Place**  (These should be maintained in writing by the program) | Intake  Screening  ADA-Accommodations  Goal Setting  Assessment  Waitlist  Professional Development Planning  College and Career Exploration and Coaching  Common teacher planning time | | | | Distance Learning  Collect Social Security Numbers  Attendance/Persistence  Leave of Absence  Data Use  Transitions  Other | | |

***(Narrative Response is limited to twenty (20) pages total-all three priorities combined)***

**APPLICATION NARRATIVE QUESTION RESPONSES**

***Priority 1-Outcomes Based Activities***

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| 1. **Local Need for Services** |
| 1. Describe the need for adult education and literacy activities within the program’s community. |
| **Response** |
| 1. Describe the need for English Language acquisition (aka. English for Speakers of Other Languages, English as a Second Language) programs and civics education programs within the program’s community. |
| **Response** |

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| 1. **Eligible Provider and Demonstrated Effectiveness** |
| 1. Upload the program’s last five years of EFL Performance Review (complete spreadsheets). |
| **Comments Related to EFL Spreadsheets** |
| 1. If your program falls in the **Cautionary Zone** provide an explanation why performance was low for those years and describe the program’s plan to improve EFL performance and increase outcomes. |
| **Response** |
| 1. What was your program’s expenditure per student last year based on the RIDE Adult Education allocation and the number of NRS students reported in CALIS = [$\_\_\_\_\_\_\_\_\_\_\_\_\_\_]   If the program’s past expenditures exceeded $2,000 per student, describe how the program will either show a reduction in its budget and/or how it plans on recruiting and retaining more students. |
| **Comments Related to expenditures per student** |

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| 1. **Allowable Activities** |
| 1. Describe which of the allowable activities the program will conduct and which of the activities will be conducted concurrently. |
| **Response** |
| 2. Describe the approximate number of classes dedicated to each of the activities to be provided. |
| **Response** |

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| 1. **Information Management System** |
| 1. Describe how the applicant organization’s current data system is utilized. |
| **Response** |
| 1. Describe any data-related training that current instructors, administrators, and data entry staff employed by the applicant organization attend (e.g., CALIS Users Group meetings |
| **Response** |
| 1. Explain how the applicant organization will ensure that instructors, administrators, and data entry staff will meet state and federal data entry and management requirements, including timely data entry and the monitoring of data quality. What is the program’s schedule of data entry? |
| **Response** |
| 1. Describe how the applicant organization intends to use program data to evaluate and improve any services delivered to eligible individuals. |
| **Response** |

1. ***Priority 2-Program Design, Quality and Effectiveness***

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| 1. **Program Design** |
| 1. Describe the program’s intake, screening, placement and transition processes and how results from screening assessments will be used to inform instruction and meet the needs of individual students in the program. |
| **Response** |
| 1. Describe how the program schedule and policies support sufficient intensity, quality and duration, using a combination of face to face, blended and/or distance education to extend, complement and deepen learning while maximizing learning gains for students. |
| **Response** |
| 1. Describe how the program will incorporate the College and Career Readiness Standards (CCRS) and 21st Century skills into teaching and learning, communicating these program objectives to all students |
| **Response** |
| 1. Describe how the program curriculum has been articulated across NRS level to mitigate content gaps and ensure a seamless continuum of learning. |
| **Response** |
| 1. Describe how the program transitions students or how it will partner with another/other agency(s) to ensure that students move on to the next level/step as informed by mastery of their goals and formative/summative assessment results. |
| **Response** |
| 1. Describe how the program will prioritize learning standards so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. |
| **Response** |
| 1. Describe the program’s plan for implementing and sustaining a professional learning community that is focused on standards based instruction in all content areas. |
| **Response** |
| 1. Describe the programs’ teaching and learning methods that are research/evidence based, including how these are personalized, performance-based and project-based to support transitions. |
| **Response** |
| 1. Describe how the instructors with the support from the Director will implement research and evidence-based instructional practices, including the essential components of reading instruction. |
| **Response** |
| 1. Describe how the program will differentiate assessment opportunities so that students have ample opportunity to exhibit learning and proficiency using multiple approaches |
| **Response** |

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| 1. **Technology** |
| 1. Describe the programs multi-year plan for increasing the effective use of technology, including use of blended and distance education to increase the amount and quality of learning. Discuss how the program will evaluate and use evidence to determine effectiveness in technology use. |
| **Response** |
| 1. Describe how the program will develop a cost effective technology budget that can realistically, over time, support the required technology including new equipment and updates, repairs, licensing, networking and Internet access. |
| **Response** |
| 1. Describe how the program plans to expand technology infrastructure and use to improve teaching and learning, increase student access and improve performance. |
| **Response** |
| 1. How will the program assess that all students have the digital literacy skills for college, career and life readiness? Example: Northstar and basic computer use. |
| **Response** |
| 1. Describe how instructors will use technology, including emerging technologies to make improvements in the quality of teaching and learning. |
| **Response** |
| 1. Describe how the program will provide students with engaging, rigorous and empowering learning experiences both in and out of the classroom |
| **Response** |
| 1. Describe how the program is designed to accommodate 24/7 learning. |
| **Response** |

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| 1. **Staffing** |
| 1. Describe the program’s plan for ensuring professional development undertaken by staff aligns with staff and program professional development plans. |
| **Response** |
| 1. Describe how the instructors will utilize technology to increase student outcomes and enable self-directed learning in and out of the classroom. |
| **Response** |
| 1. Explain how program staff will assist students in attaining technology skills that enable them to participate in next steps. |
| **Response** |
| 1. Describe the program’s requirements for common planning time for instructors, including both part-time and full-time. |
| **Response** |
| 1. Describe the program’s record keeping system for staff professional development |
| **Response** |
| 1. Describe the program administrator’s role as an instructional leader |
| **Response** |
| 1. Describe the role of student support personnel, including counselors, case managers and next step advisors |
| **Response** |
| 1. Describe the program’s plan for recruiting, developing and retaining good teachers. |
| **Response** |
| 1. Describe how the program will budget for staff, including planning, instructional and professional development time |
| **Response** |

1. ***Priority 3-Coordination of Support Services***

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| 1. **Recruitment and Referral** |
| 1. Does the program currently have written referral procedures for support services? Please describe. |
| **Response** |
| 1. Provide a description of how various program efforts such as recruitment, intake, orientation, instruction and support services are coordinated and support one another |
| **Response** |
| 1. How does the program maintain working partnerships with funders and policy makers, and inform them of the program’s achievements, plans and needs? |
| **Response** |
| 1. Describe how the program currently maintains or how the program will develop, working partnerships with next-step agencies and institutions such as employers, career centers, post-secondary education and job training. |
| **Response** |
| 1. Does the program have existing MOU’s or partnership agreements including to actively collaborate with partners in the community to expand the services available to adult learners and to prevent duplication of services? Describe the name of the partner(s) and the nature of the collaboration. |
| **Response** |
| 1. Describe the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates. |
| **Response** |

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| 1. **Serving Students with Disabilities** |
| 1. \*Does the program handbook contain a notice that includes relevant information regarding Title II of the ADA, and how it applies to the programs, services, and activities of the public entity   YES\_\_\_ NO\_\_\_  If No, please provide details. |
| **Comments Related to program handbook and ADA** |
| 1. \*Does the notice include the name and contact information of the ADA Coordinator (either LD Designee or other full time staff)?   YES\_\_\_ NO\_\_\_ |
| 1. \*Does the handbook describe the requirements for entry into classes and for promotion from class to class?   YES\_\_\_ NO\_\_\_ |
| 1. Does the handbook list and describe connections between the program and other Federal, State and local support services?   YES\_\_\_ NO\_\_\_ |
| 1. Does the handbook include a listing of class levels, locations and times?   YES\_\_\_ NO\_\_\_ |
| 1. Does the handbook include a program calendar listing intake dates, holidays etc.?   YES\_\_\_ NO\_\_\_ |
| 1. \*Does the intake process include an opportunity for students to disclose disability and request accommodations?   YES\_\_\_ NO\_\_\_ |
| 1. \* How are program staff trained and supported to provide accommodations for learning and/or other disabilities? |
| **Response** |
| 1. \* How does your staff review and document whether the educational services are meeting the learners’ needs? |
| **Response** |
| 1. \* How does your program determine referral of students to evaluation for learning and/or other disabilities? |
| **Response** |

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| **Integrated English Literacy and Civics Program** |
| If your program plans to apply for these limited funds, describe how your program fulfills all of the required elements of IELCE under WIOA section 243. |
| **Response** |