

Participation in the ABE Level I Pilot

TERMS OF REFERENCE

I. PURPOSE

The purpose of this Adult Basic Education (ABE) Level I Project is to pilot a program delivery model for a two-year period. This pilot will provide information to support directions for future programming for ABE Level I and Basic Literacy students in Newfoundland and Labrador.

II. BACKGROUND

Based on directions outlined in *Words To Live By: A Strategic Literacy Plan for Newfoundland and Labrador*, the Department of Education and the Literacy Development Council of Newfoundland and Labrador (with financial support from the National Literacy Secretariat) commissioned an independent evaluation of provincial Basic Literacy/ABE Level I programs and services and made recommendations. The Basic Literacy/ABE Level I Report emphasizes the need for improved co-ordination of provincial literacy services and professional development opportunities for literacy providers (instructors, tutors and volunteers), with the Department of Education assuming a more direct role.

The report was released to literacy stakeholders in June 2001. As a result of feedback from the literacy community, the Department of Education established a working group. This ABE Level I Working Group was tasked with developing a high quality sustainable ABE Level I program delivery model and a plan for its implementation. The ABE Level I Working Group has representation from literacy stakeholders and providers, Department of Education, the Strategic Social Plan, Department of Youth Services and Post-Secondary Education, the Literacy Development Council of Newfoundland and Labrador, and the private sector. The Literacy Branch of the Department of Education is responsible for co-ordinating this ABE Level I Pilot Project.

The preparatory year for the ABE Level I Pilot Project is funded jointly by the Department of Education, Government of Newfoundland and Labrador and the National Literacy Secretariat. Initial preparatory work for the new ABE Level I Program Delivery model began in September 2002. Pilot components to be developed over the 2002-03 preparatory year include: revisions to the existing ABE Level I curriculum guide, review of programs in other jurisdictions, development of program standards, selection of assessment tools and planning and delivery of professional development for instructors and tutors.

Six sites (3 new and 3 existing) will be selected to participate in the pilot project based on an evaluation of Expressions of Interest. A Call for Proposals to participate in the pilot will be advertised in early 2003. An Evaluation Committee will review these proposals and select 6 sites based on geography and the ability to meet the Terms of Reference. Each successful applicant will sign a contract with the Department of Education. Piloting of the program delivery model is scheduled for September 2003 - August 2005.

III. Department of Education Responsibilities

The Literacy Branch of the Department of Education will:

- allocate funding in the amount of \$42,000 per site for Year 1. For each site, funds will be allocated as follows:
 - ▶ \$32,000 for the salary (including MERC) of a full time instructor @ \$20/hour x 35 hours per week (25 instructional hours and 10 preparatory hours)
 - ▶ \$2,000 for materials and supplies
 - ▶ \$8,000 for operational expenses
- allocate funding in the amount of \$41,000 per site for Year 2. For each site, funds will be allocated as:
 - ▶ \$32,000 for the salary (including MERC) of a full time instructor @ \$20/hour x 35 hours per week (25 instructional hours and 10 preparatory hours)
 - ▶ \$1,000 for materials and supplies
 - ▶ \$8,000 operational expenses
- monitor all site activities.
- provide on-site visits each year to each of the 6 Centres.
- provide guidelines for Best Practices and standards for centres participating in the ABE Level I pilot (e.g., ABE Level I Program Delivery, assessment, evaluation, record-keeping, reporting, student-instructor ratios, instruction hours and hours of operation).
- provide the evaluation and instruction materials to be piloted.
- provide evaluation tools to be used by all 6 sites to evaluate the project.
- monitor student progress.
- provide guidelines for the physical layout and infrastructure of the sites.
- require that instructors hold a bachelor's degree in education along with course work or experience in an adult education environment. In the case of existing sites, they will be afforded the opportunity to grandfather in any personnel already on staff who have not completed the degree requirements. Informal literacy training by way of workshops, training institutes, distance education courses, and past experience are also desirable.
- provide professional development and training to the instructors and tutors of each of the 6 sites and other interested groups throughout 2003-2005. Individuals other than those involved in the pilot will be responsible for any costs incurred in attending the sessions.
- organize and participate in teleconferences as required throughout 2003-2005 with all 6 sites.
- set up an electronic discussion group for the pilot participants.
- participate in general public awareness activities via news releases, communiques and the government web site

IV. Pilot Sites Responsibilities

Each pilot site applicant will meet the following criteria, terms of reference and conditions:

- be a non-profit organization.
- present their proposed plan to the ABE Level I Working Group.
- identify and secure community partnerships
- adhere to the details of its proposal, as per its final approval.
- follow all directives of the Department of Education regarding the piloting of this ABE Level I program
- comply with the issued guidelines for the physical layout and infrastructure of the sites.
- ensure that instructors offer 25 hours of literacy instruction per week over 10 months and are provided with 10 hours per week of preparatory time.
- provide instruction with an instructor-student ratio of 12:1.
- use the forms provided by the Department of Education to complete quarterly activity and financial reports and submit them to the Department of Education.
- maintain accurate records as outlined in the contract.
- make all records available to the Department of Education.
- have policies and procedures in place to ensure the delivery of a quality service.
- ensure that the financial contribution from the National Literacy Secretariat and the Department of Education, is managed effectively and efficiently.
- be responsible for securing and maintaining adequate liability insurance.
- provide a detailed floor plan, with measurements.
- ensure that the building meets all fire and structural codes.
- ensure that the building is accessible.
- ensure that the site meets all Workplace Health Safety and Compensation Commission and Occupational Health and Safety regulations.
- ensure that the qualifications of the instructor adhere to those as outlined by the Department of Education.
- recruit, train and co-ordinate any volunteer tutors needed for the program.
- ensure that all instructors attend the professional development sessions facilitated by the Department of Education during the pilot period.
- participate in teleconferences organized by the Department of Education during the pilot period.
- participate in electronic discussion groups for pilot participants.
- ensure that instructors are aware of community agencies that can provide support to students.
- provide information to individuals whose needs may not be met in this ABE Level I program.

Note:

Adult Basic Education Level 1 students generally fall into one of the following categories:

- ▶ Student who is simply under-educated:
 - has a desire to move on to ABE Level II and/or skills training

 - has minimal identifiable learning barriers
 - will likely complete the ABE Level I in 10-12 months

- ▶ Special needs student:
 - has significant barriers to learning
 - requires alternate teaching styles
 - has slow academic progress and is unlikely to progress to ABE Level II
 - would benefit from short term/part-time programs with specific goals
 - instruction time is limited to 3-5 hours per week
 - often benefits from a referral to an alternative literacy provider or other support agency

- ▶ Student requiring academic skills maintenance:
 - has most likely gone through an individualized program for a period of 10-12 months and needs support to keep their skills levels at a functional level;
 - programming would be based on immediate needs, especially where academic support is beneficial to employment responsibilities.

- ▶ Student who has specific goals, other than advancement to ABE Level II:
 - enroll for a very specific goal (e.g., to learn how to read a newspaper, write a driver's test, help a child with homework)
 - once enrolled, often decides to continue their education and complete ABE level I.

Best Practices For Centres Participating in the ABE Level I Delivery Program

Access

The Centre will operate from an identifiable and accessible location.

Administrative accountability

The Centre will maintain financial and administrative systems to provide program, statistical, and financial information.

Approaches and methods

The Centre will use approaches and methods that respect and support students as individuals.

Community focus

The Centre will become aware of the resources and needs of the community in which it is located. It will establish and maintain links with various referral sources and community agencies as well as other relevant educational programs and organizations. It will regularly review its community and organizational relationships.

Equity

The Centre will respect differences.

Facilities and equipment

Centre facilities should be comfortable, adequately serviced and equipped to meet administrative, instructional and program support needs.

Instructor training

Instructors will hold a bachelor's degree in education along with course work or experience in an adult education environment. In the case of existing sites, they will be afforded the opportunity to grand-father in any personnel already on staff who have not completed the degree requirements. Informal literacy training by way of workshops, training institutes, distance education courses, and past experience are also desirable.

Learning assessment

The Centre will evaluate students' progress on an ongoing basis, using approved assessment and evaluation tools.

Learning materials

The Centre will use a variety of supplementary materials that are consistent with the program's philosophy. These materials will be suitable for adults, and relevant to students' needs. All materials will be in accordance with the Human Rights Code.

Organizational links

The Centre will have community and organizational links to assist in:

- ▶ meeting program goals
- ▶ helping students move successfully from one level to another, to other types of training, or to employment
- ▶ integrating and strengthening literacy delivery at the local level

Outreach and awareness activities

The Centre will undertake community awareness activities and/or programs to attract potential students and volunteers. These activities will also be designed to gain support for the program among partners in other sectors of the community.

Program accountability

The Centre will be accountable to its students, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, will be accountable for the success of the program

Program commitment to students

The Centre will value, plan for, and provide opportunities for students to achieve their goals.

Program evaluation

The Centre will evaluate its effectiveness regularly. Evaluation of the program is a continuous process and involves students, staff and other partners.

Respect for students

The Centre will maintain a good rapport and promote mutual respect among students, practitioners, and others in the organization.

Student commitments

The Centre will expect a commitment of time and effort from students to meet their identified goals.

Support services

The Centre will help students access support services, either in the program or in the community. The Centre will establish and maintain links with various referral sources and community agencies as well as other relevant educational programs and organizations.

Volunteer support services

The Centre will provide a range of support services for its volunteers.



GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

Department of Education
Literacy Branch

**Adult Basic Education Level 1 Pilot
September 2003 - August 2005**

**Request for Proposals
Submission Guidelines**

Introduction

These submission guidelines are designed to provide you with supplementary information for preparing your proposal for submission to participate in the 2003-2005 Adult Basic Education (ABE) Level I Pilot. Please refer to the Terms of Reference and the Best Practices document, both of which are available on the Department of Education website.

Deadline for receipt of applications - February 28, 2003

NOTE: Please contact the Literacy Branch regarding your intention to submit as soon as possible.

Applications must be postmarked on or before the deadline date. Applications delivered by hand must be submitted to the Literacy Branch, Department of Education, no later than 4:00 p.m. on February 28, 2003.

Feel free to discuss your proposal with us to ensure that you are eligible for consideration. For more information or for assistance, please contact:

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Adult Literacy Consultant
Literacy Branch
Department of Education
3rd floor, West Block, Confederation Building
P.O. Box 8700
St. John's, NL A1B 4J6
Tel: (709)729-7668
Fax: (709)729-6246
E-mail: prideout@mail.gov.nf.ca

Eligibility

Applicants must be non-profit organizations in Newfoundland and Labrador. Organizations can be already operating as a non-profit centre or be a new centre developed for this pilot.

Applicants already in receipt of transitional funding who wish to be considered for participation in the pilot cannot receive funds for both. Applicants can receive EITHER transitional funding OR ABE Level I pilot funding.

Eligible proposals will:

- ▶ meet all Submission Guidelines, Terms of Reference, and Best Practices documents
- ▶ demonstrate a strong rationale for the applicant being selected as a pilot site (consider student needs, geography, community supports)
- ▶ involve partners
- ▶ include support letters
- ▶ include a plan for recruiting learners and publicizing the centre
- ▶ include a budget and plan of action
- ▶ include a floor plan with details and measurements (photographs would be an asset)
- ▶ include a description of the site where the centre will be located (photographs would be an asset)
- ▶ not include capital costs (e.g., purchase of computers, furniture, office equipment)

Steps To Follow When Applying

1. Check to ensure that the proposal is consistent with the Submission Guidelines, Terms of Reference, and Best Practices documents.
2. **Write a detailed proposal** which must include the following headings in the order as given:
 - a. **Table of Contents** - include page numbering for each section listed.
 - b. **Overview of Organization** - Provide an overview of your organization (one page maximum) which includes: goals and objectives of the organization, membership/executive/board of directors and signing officers. Be sure to indicate whether the centre is new or already existing.
 - c. **Rationale** - Why should your centre be considered? Identify the closest existing centre to your proposed site. How will your centre meet the needs of adult students in your community? Identify any research/needs assessments to support your centre. If you are serving a population that is considered to be “high risk” of low literacy, submit the latest statistics and/or verification.
 - d. **Support Systems** - Who are your partners? Describe the nature of your partnerships. Does their commitment extend beyond the duration of this pilot? How does your community support your centre’s involvement in this project? What is your plan for

enlisting additional supports (e.g., volunteers, tutors)? What organizations are available in your community that support adult students? Have you forged relationships with those organizations?

- e. **Adult Students** - Do you have any details on the number potential students in your area? How will you recruit students to enrol in your centre? If your centre is already operating, provide details as to the number of students that will be served and their age range. Do you have students on a waiting list?
- f. **Personnel** - Attach resumes for existing staff who will be involved with the pilot. NOTE: please refer to the Terms of Reference for details on staff qualifications and job description.
- g. **Budget** - The expenditure part of your budget should be set up in a four-column format, as follows. Please refer to the sample budget.

Sample Budget

This is a sample budget. The costs and item details may not necessarily fit your proposal. It is a guide only. The four-column format below contains detailed descriptions of each item, total cost, revenues (including the contribution of your organization and other sources of revenue) and how much you are requesting. The revenue column shows how much of what you are contributing is guaranteed and how much is potential.

Column 1 <i>Item and Detail</i>	Column 2 <i>Total cost of the item</i>	* Column 3 <i>guaranteed and potential revenue =</i>	Column 4 <i>Amount you are requesting</i>
PUBLICITY: Pamphlets (\$100.00) Advertisements in local papers (\$200.00)	\$ 300.00	\$ 300.00	\$ 0
SALARIES 1 Instructor @ 40 wks x 35 hrs/wk x \$20/hour + MERC = \$32,000.	\$ 32,000.00	\$ 0	\$ 32,000.00
FACILITIES: Rental space = \$300.00 x 10 months	\$ 3,000.00	\$ 3,000.00	\$ 0
MATERIALS: Consumables	\$ 1,500.00	\$ 500.00	\$ 1,000.00
OTHER: Tables/chairs provided rent free by office furniture rental company - \$500.00 value	\$ 500.00	\$ 500.00	\$ 0
TOTAL	\$ 37,300.00	\$ 4,300.00	\$ 33,000.00

* Revenue will be made up of the amount the organization is contributing and all amounts expected from other sources. This should include cash and all in-kind contributions such as volunteer time or the donation of facilities, services, materials or equipment. Identify in the *Revenue Breakdown* (at bottom) how much of the total revenue has already been guaranteed and how much is potential. Name the other revenue sources.

Revenue Breakdown (Column 3):

(a) Guaranteed revenue - Your Organization	\$ 500.00
(b) Potential revenue -	
Local Fund Raiser	\$ 800.00
NLHC re space rental	\$ 3,000.00
TOTAL	\$ 4,300.00

Expenditure Categories

NOTE: Please refer to the Terms of Reference for the expenditure categories that the Department of Education will consider.

- i. **Publicity** - may include brochures, newspaper ads, posters, TV, radio.
- ii. **Salaries** - includes wages and benefits of staff by hourly rates. Indicate the job being performed.
- iii. **Facilities** - may include the cost of rental space, and equipment rental/lease such as computers, fax machines and telephones.
- iv. **Materials** - may include consumables, resource materials.
- v. **Other** - list all items separately

3. Complete a Cover Sheet - The cover sheet must include:

- the full name of the centre (indicate whether it is new or existing)
- the full name of the applicant (sponsoring organization)
- charitable number, if applicable
- incorporation number, if applicable (please indicate federal or provincial status)
- CCRA business number, if applicable
- the year the organization was formed
- the name of the contact person and original signature
- the name of a signing officer (other than the contact person) and original signature
- full mailing address and/or street address
- email and web site address, if applicable
- telephone and fax numbers

4. Letters of Support - These letters should only come from community organizations, participants and/or partners. Letters from participants/partners should confirm and describe the nature of their partnership.

5. Submit 7 copies of the complete proposal - The complete proposal includes the signed cover sheet, detailed proposal (minimum font size 12 pt, single-sided), proposed budget, letters of support and the most recent financial statement.

Ensure that ALL components of your submission are included, otherwise your proposal may not be considered for review.

It should be postmarked or delivered to the Department of Education by 4:00 PM on the deadline date.

Send your completed proposal to:

**Linda Coles
Executive Director of Literacy
Literacy Branch
Department of Education
3rd Floor, West Block, Confederation Building
P.O. Box 8700, St. John's, NL A1B 4J6**

Phone (709) 729-6185/ Fax: (709) 729-6246