



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

March 29, 2006

MEMORANDUM

TO: Basic Skills Programs
State-Supported College and University Education Programs

FROM: Katie Waters
Basic Skills Training Specialist

SUBJECT: Request for Proposal for Basic Skills Training

Attached is a Request for Proposal (RFP) asking for applicants for a grant not to exceed \$250,000 to offer Adult Basic Education training in the area of basic math skills. The requirements for this grant are as follows:

- a one-week, intensive train-the-trainer institute offering professional development to adult basic education instructors in instructional strategies and methodologies for basic math skills;
- a training manual and CDs/DVDs supporting the institute for utilization by the state Basic Skills field for further dissemination of the math instruction;
- two sets of five regional workshops on math topics as determined by the grantee and the N. C. Community College System; and
- a system for follow-up and evaluation of the total project.

Please note that the North Carolina Community College System's grants are managed on a reimbursement basis.

Complete the attached RFP thoroughly and send in no more than twenty (20) double-spaced pages of text (not including the budget). Send it in **by April 18, 2006** to the address(es) noted on the form. If you have any questions, please feel free to contact me.

Thank you for your interest.

c: Community College Presidents
Senior Continuing Education Officers

CC06-068
Email copies

North Carolina Community College System
Academic and Student Services Division
Basic Skills Section

ADULT BASIC EDUCATION TRAINING GRANT

College/Agency

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: If you have questions concerning the Basic Skills Training Grant Application, please call Katie J. Waters at (919) 807-7136 or e-mail at watersk@nccommunitycolleges.edu. Respond to each question and mail to the address listed below. The original application and four copies must be received by ***April 18, 2006 (not postmarked)***.

Mail to: Katie J. Waters
 Basic Skills Training Specialist

Regular or Courier Mail
5016 Mail Service Center
Raleigh, NC 27699-5016

Overnight (Fed Ex, Priority, etc.)
200 West Jones Street
Raleigh, NC 27603

CERTIFICATION

The plan, as submitted, constitutes the basis for the administration and operation of the Basic Skills Program established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Applicants

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of Vice President/Dean of Continuing Education, Department Chair	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of President, Provost or Chancellor	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of Chairman of the Board	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Date

This funding is for people/organizations qualified to present professional development and training for all Adult Basic Skills programs in North Carolina and includes providing the following:

- **Development of, conducting and evaluating one intense, week-long professional development institute in the area of teaching math to adult basic education learners. The institute program should focus on planning and presenting effective classroom instruction in the Basic Skills area of math. The professional development institute should provide participants the chance to improve their competencies through intense study on curriculum design, teaching strategies and methodologies and incorporating technology with instruction and training strategies. This should be a train-the-trainer model which will enable participants to teach others at their own institutions. Again, the emphasis should be on teaching math to adult basic education learners.**

The logistics of the institute should include arrangements and/or suggestions for participants' housing and meals. Sound, research-based educational practices should be used in the development of all materials. Materials should include in-depth handouts with research-based theories, ideas for practice and application-oriented activities.

- **Development of instructional products to complement the institute. Products should consist of a manual, CDs/DVDs featuring instructional strategies which include innovative practices appropriate for adult basic skills learners, produced in such a way as to allow for instructors and trainers to reproduce all information for professional development and instructional activities. Products should be produced in an interactive format to enhance both the classroom instructors' interest and ability to retain the practices' learned. The content should be consistent with the instruction offered at the institute.**
- **Development and conducting of ten (10) regional workshops (two topics for two sets of five workshops to reach the five Basic Skills regions in North Carolina). These workshops should be on adult basic education topics covering math instruction which captivates basic skills students such as instructional strategies and methodologies for different learning styles, dealing with math anxiety, math skills for living, and problem solving: making it real. Draft agendas must be submitted and approved by the N. C. Community College System Office.**
- **Development of a system (continuous for a year) to follow-up and evaluate the above mentioned topics.**

Adult Basic Skills programs consist of the following:

Adult Basic Education (ABE), a program of instruction designed for adults who lack competence in reading, writing, speaking, problem-solving or computation at a level necessary to function in society, on a job or in the family.

Compensatory Education (CED), a community college program designed specifically for adults with mental retardation and/or traumatic brain injury. The purpose of this program is to compensate adults with developmental disabilities for the lack of or inadequate education received earlier in life. The focus of this program is on helping individuals become as independent as possible through acquiring basic and life skills needed to function successfully in daily living.

English as a Second Language/English Literacy (ESL), a program of instruction designed to help adults of limited English proficiency to achieve competence in the English language.

General Educational Development (GED), a program offered by all 58 community colleges in North Carolina to give adult students the opportunity to earn an adult high school equivalency diploma through passing a series of five tests (Language Arts Writing, Social Studies, Science, Language Arts Reading and Mathematics).

Adult High School (AHS), a program offered by 45 of the 58 community colleges in North Carolina to allow adult students to earn a public school high school diploma in conjunction with local public schools.

COMPONENTS OF PROPOSAL

(Identification of and instructions for completing the components of the proposal are given on the following pages. Be certain that all components listed are included in your proposal according to the information given under each component heading.)

I. Abstract

The abstract is a very brief summary of pertinent information found in the proposal. The importance of the abstract cannot be overstated in that it introduces each reviewer to the proposal. Limit to one, double-spaced page.

II. Body of the Proposal

The Body of the Proposal consists of several sections which give the reader a clear view of each component of the project. The content of these sections, along with the other parts of the proposal, gives evidence that the applicant agency has the capabilities for carrying out the proposed project and contributing to the increased effectiveness of Basic Skills' instruction and programs in North Carolina.

A. Problem

This should be a general statement of the problem (focused on classroom instruction), followed by supporting statements concerning its significance to Basic Skills programs in North Carolina, the need for the project, the rationale upon which the project is based, and a summary of pertinent, related information.

B. Objectives

The objectives of the project must be listed and stated in very clear terms. They should serve as a guide for the entire project and should be listed in such a way as to determine whether the methods and procedures proposed for accomplishing the objectives are appropriate.

C. Procedures

This section of the proposal indicates what is to be done and how the proposed project is to be conducted.

D. Evaluation and Follow-Up

The plan should be specific about how, when and by whom the evaluation and follow-up procedures will be conducted.

E. Dissemination Plan

The dissemination plan proposes methods and procedures to be followed in making the results of the project known to the educational community.

F. Time Schedule

This section describes the timetable by which major parts of the project are to be completed. The time schedule should clearly state major activities and/or deliverables with the expected completion and/or delivery date. The time period of this grant is July 1, 2006 to June 30, 2007.

G. References

A list of three references who know the work of and/or have utilized the services of the agency applying for this project must be submitted. Each reference should include name, address, phone number and email, if available. The N. C. Community College System Office will contact these references before awarding this grant.

Note: The Body of the Proposal should not constitute more than 20, double-spaced, typewritten pages in a twelve-point font. (Proposals longer than the length or in less than a twelve-point font will not be considered for funding.)

III. Resources

The resources for the project are described under the following two headings:

A. Personnel

The qualifications of personnel should be described in sufficient detail to indicate competence for the type of participation proposed for each.

B. Materials and Supplies

Basic Skills funds cannot be used for administrative salaries including directors and clerical assistants, food, flowers and gifts, trophies, awards, and equipment with the exception of 5% (approved by the General Assembly in 2005) to purchase computers. A total of no more than 5% of the grant funds may be used for administrative costs.

C. Facilities

Describe facilities where the institute will take place and housing arrangements for participants. The North Carolina Community College System office will help arrange sites for the two sets of five regional workshops at local community colleges.

IV. Budget (Cap of \$250,000)

The schedule for the proposed costs of the project must be given on the enclosed budget form. The budget is, at best, an estimate of costs; therefore, provision is made for necessary adjustments within the total allotment after a project is approved and started. Fill out the attached budget sheet.

Budget Category	Federal Funds Requested
<p style="text-align: center;">Salaries, Instructional</p> <ul style="list-style-type: none"> • Full-time (Describe positions.) • Part-time (Describe positions.) • Explanation: 	<p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p> <p style="text-align: center;">Subtotal: \$</p>
<p style="text-align: center;">Administrative Costs (5% limitation)</p> <ul style="list-style-type: none"> • Salaries, Full-time (Describe positions.) • Salaries, Part-time (Describe positions.) • Other costs (office supplies, postage, etc.) 	<p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p> <p style="text-align: center;">Subtotal: \$</p>
<p style="text-align: center;">Educational Materials and Supplies</p> <ul style="list-style-type: none"> • Explanation: 	<p style="text-align: center;">\$</p>
<p style="text-align: center;">Staff Training</p> <ul style="list-style-type: none"> • Explanation: 	<p style="text-align: center;">\$</p>
<p style="text-align: center;">Travel</p> <ul style="list-style-type: none"> • Explanation: 	<p style="text-align: center;">\$</p>
<p style="text-align: center;">Other Expenses</p> <ul style="list-style-type: none"> • Explanation: 	<p style="text-align: center;">\$</p>