

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

PART I – GENERAL

A. APPLICANT: Middlesex Community College	<i>District Code:</i>	1	2	1	4
ADDRESS: 33 Kearney Square					
Lowell, MA 01852					
TELEPHONE: (978) 656-3843					

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY17	STATE/FEDERAL – CONTINUATION GRANT administered by ADULT AND COMMUNITY LEARNING SERVICES			
345	Community Adult Learning Center (State)	7/1/2016	6/30/2017	\$197,737
340	Community Adult Learning Center (Federal)	9/1/2016	8/31/2017	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATORY:	TITLE: President
TYPED NAME: James C. Mabry, PhD	DATE: June 15, 2016

DATES DUE:
Fund Code: 345 – Wednesday, June 15, 2016
Fund Code: 340 – Friday, July 8, 2016
Proposals must be received at the Department no later than 3:00 p.m. on the date due.

Mail the proposals listed on this signature page to:

Lorraine Domigan
Office Manager
Adult and Community Learning Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street 3rdFloor
Malden, MA 02148-4906

Number of sets: Submit two (2) sets each with an original signature of the Superintendent / Executive Director / President.

DO NOT WRITE BELOW THIS LINE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION USE ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory:	Date:

FY 2017

PART II-B PROJECT EXPENDITURES - DETAIL INFORMATION					A.	FUND CODE:	345
B. APPLICANT AGENCY					District four-digit code:		1214
Applicant Agency: Middlesex Community College			Address: 33 Kearney Square				
Contact Person: Katherine Innis			Zip Code: 01852				
Telephone: 781- 280 - 3665			E-mail address: Innisk@middlesex.mass.edu				
PLEASE PROVIDE THE INFORMATION REQUESTED ABOVE AND SUBMIT BOTH PAGES OF THE BUDGET DETAIL EVEN THOUGH THERE MAY BE NO LINE ITEM ENTRIES ON THE FIRST PAGE.							
C. ASSIGNMENT THROUGH SCHEDULE A							<input type="checkbox"/>
Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Narrative.							
D. STAFFING CATEGORIES				E.	F.	G.	H.
				# of Staff	FTE	MTRS*	AMOUNT
				I.			
				TOTAL			
1. ADMINISTRATORS:							
SUPERVISOR/DIRECTOR				1	0.56		35,200
PROJECT COORDINATOR				1	0.46		28,800
STIPENDS							
SUB-TOTAL							64,000
2. INSTRUCTIONAL / PROFESSIONAL STAFF:							
4 ABE instructors, Beginner, Low Intermediate, High Intermediate, Advanced				4			68,304
Tech Coordinator				1	0.05		2,665
Writing tutors							2,401
STIPENDS							1,919
SUB-TOTAL							75,289
3. SUPPORT STAFF:							
AIDES/PARAPROFESSIONALS							
Program Assistant				1	0.205		7,820
OTHER - Documentation Specialist SMARTT				1	0.1		3,966
SUB-TOTAL							11,786
* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement applies only to federally-funded grant programs.							
4. FRINGE BENEFITS:						AMOUNT	TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)							
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA) Fringe & taxes						22,509	
Medicare tax @ 1.67%						1,454	
SUB-TOTAL							23,963
APPLICANT AGENCY: _____						FUND CODE:	

5. CONTRACTUAL SERVICES:			AMOUNT	LINE ITEM SUB-TOTAL
Indicate the services to be provided and the rate to be paid per hour or per day.				
	RATE	Hour/Day		
CONSULTANTS	\$			
SPECIALISTS	\$			
INSTRUCTORS	\$			
SPEAKERS	\$			
OTHER Writing tutors	\$			
SUBSTITUTES	\$			
SUB-TOTAL				0
6. SUPPLIES AND MATERIALS:				
Items costing less than \$5,000 per unit or having a useful life of less than one year.				
TEXTBOOKS AND INSTRUCTIONAL MATERIALS			4,400	
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE			800	
NON-INSTRUCTIONAL SUPPLIES				
SUB-TOTAL				5,200
7. TRAVEL: Mileage, conference registration, hotel, and meals				
SUPERVISORY STAFF				
INSTRUCTIONAL STAFF - Network conference, recruitment and professional development			1,552	
OTHER - STARS training, mileage and accommodations			1,000	
SUB-TOTAL				2,552
8. OTHER COSTS: Please indicate the amount requested in each category.				
Advertising	\$			
Maintenance/Repairs	\$			
Student stipends	\$		300	
Printing/Reproduction	\$			
Transportation of Students	\$			
Telephone/Utilities	\$			
Rental of Space	\$			
Rental of Equipment	\$			
SUB-TOTAL				300
9. INDIRECT COSTS	Approved Rate:	0.0800		14,647
10. EQUIPMENT: Attach a list with a statement of need and cost of each item.				
Items costing \$5,000 or more per unit and having a useful life of more than one year.				
INSTRUCTIONAL EQUIPMENT				
NON-INSTRUCTIONAL EQUIPMENT				
SUB-TOTAL				0
TOTAL FUNDS REQUESTED				197,737

Name of Grant Program: Community Adult Learning Center	Fund Code: 340/345
---	---------------------------

PART III – WIOA INFORMATION and QUESTIONS
--

Please respond to the following items.

A. Curriculum

1. Describe your plan for developing and using curriculum and instruction aligned to the *Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages (ESOL) and/or the College and Career Readiness Standards for Adult Education* based on SABES feedback on the scope and sequence level your program submitted in August 2015.

After reviewing the feedback on our initial ELA Scope and Sequence, the entire ALC administrative and faculty teams attended the SABES CCR conference in November. We also took advantage of the opportunity to work with Andrea O'Brien, a coach referred to us by Merilee Freeman from SABES for additional guidance on how to strengthen our Scope and Sequence and further our efforts to fully align our curriculum with the CCRSAE. We also hired two experienced Scope and Sequence writers, Dianne Traynor from Middlesex Community College and Barbara Goodridge from the Abisi Adult Education Center in Lowell to collaborate with the team and further enhance our ELA and Mathematics Scope & Sequence. The guidance received from the conference and the coaches has been invaluable and we will be ready to submit our 1st levels for ELA and Mathematics in August. Our instructors will be ready to begin integrating the modified curriculum in the Fall 2016 semester. Attendance at future CCR conferences and ongoing professional development for all instructors and administrative staff continues to be a priority to ensure we are implementing aligned and appropriately rigorous curriculum to assist our students in achieving their academic and/or professional goals.

B. Integrate Math into higher level ESOL classes

1. Describe how the program addressed the math needs of ESOL students in 700 level (SPLs 6 and 7) classes in FY 16.
2. Describe how the program will address the math needs of ESOL students in 700 level (SPLs 6 and 7) classes in FY 17.

N/A to our program.

C. Administer pre- and post- assessments to ASE level students using both the MAPT for Math and the MAPT for Reading

1. Describe how the program uses assessment data from these tests to inform program improvements.

The ALC will continue the established practice of assessing students at intake with the TABE Survey to determine course placement and then proceed with the pre and post-MAPT during the semester in order to monitor educational gains. Taking into account a variety of factors (eg.: the courses the student is enrolled in, student attendance and effort, student's personal and academic history, etc.), the program uses the results of the pre and post-MAPT to monitor which students are making gains and which courses are most reliably resulting in educational gains. Results would then inform programmatic reviews of courses and/or teaching methods. Results are also used as an opportunity to continue exploration with the student regarding their goals, motivations, and academic progress. Student input and reflections then also help inform our work and shape our program.

D. Integrate Digital Literacy- WIOA references the Museum and Library Services Act of 2010, which defines digital literacy as "the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information."

1. Describe how the program integrated digital literacy to prepare students for college and careers in FY 16.

In FY16, the ALC developed a non-rates based class specifically to address College and Career Readiness skills. All students were enrolled and received soft-skills training for college and professional settings as well as digital literacy training. The websites and software introduced to the students are accessible remotely which gave the students the ability to also work outside of class as their schedules allowed. The software was also adaptable to a variety of skill levels allowing us to offer an appropriate

level of training to each student. In the fall semester, students were given personal accounts for Teknimedia to develop their Microsoft Office skills. They were also guided to other sites to practice other technical skills (eg.: typing) and soft skills (eg: e-mail etiquette) as appropriate. In the spring semester, we added Career 101 to the curriculum. Each student was given a personal account and pre-tested in the areas of Locating Information, Reading for Information, and Applied Mathematics. Students received in-class instruction as well as individual time to work through the subject areas. In addition to the “in-house” software we offer our students, our access to MCC’s Student Career Center grants us access to Focus 2 for career assessment and planning and Optimal Resume which were used individually with students as appropriate.

2. Describe how the program will expand the integration of digital literacy to prepare students for college and careers in FY 17.

We will continue to utilize Career 101 in the coming academic year. Given the students past enthusiasm and success with the program, we aim to have some students ready to take the National Career Readiness test if accessing a testing site is attainable. We will also continue to utilize Teknimedia to help our students further develop their Microsoft Office skills. We will add lessons from GCFLearnFree.org which offers free lessons in reading, mathematics, digital literacy, and college and career readiness skills. We will continue to encourage students to utilize these and other programs both in-class and at home. As our classes are on a rotating schedule for use of the computing lab, we have also invested in laptop projectors for use in all of the class-rooms to bring technology to the students even when they’re not scheduled to be in the lab.

E. EFL Completion

From the FY 14 and FY 15 Table 4 in Cognos, identify Education Functioning Levels (EFL) that need improvement and describe your plans to improve curriculum and instruction to increase EFL completion rates for your program in FY 17.

Year to year, FY ‘14 to FY ‘15, the program’s number of students completing a level improved by 5 percentage points. Low ABE remained the same, Low ASE decreased by 10%, but there was major improvement in High Intermediate with an increase of 8%, and an even better improvement in High ASE of 16%. With staff participating in STAR training in FY ‘17, and the eventual implementation of STAR in the classroom, we expect to see an improvement with the Low ASE as they are fully immersed in the STAR Reading Program.

F. Out of School Youth

Strengthening services to out of school youth (ages 16– 24) is a key WIOA priority. Describe how you will plan to serve or expand services to this population either through direct service or by collaboration with Title I Youth Programs or other WIOA partners in FY 17.

Out of School Youth continue to be a top priority for our program and we will continue to market to and collaborate with local high schools, libraries, and career centers to ensure our services are offered to those in this group seeking their HiSet, general academic and career skills, and/or referrals to partner programs. We will be working on updated promotional materials to put a fresh face on our program and further market to this population of students, their parents, and counselors.

We have a long collaborative history with two of our board members who work with this population and provide student referrals to the ALC: Shawn Daly (Coordinator of the RISE Program at Bedford High School) and Ian Edwards (Clinical Director of the Wayside Youth & Family Support Network in Waltham.) We continue to collaborate with these programs and seek input on student needs to better inform our program goals. In our discussions with Ian Edwards and through our own review of local services, we have found that the town of Waltham appears to be an underserved area. In FY16, we began reaching out to schools, libraries and service providers there and have connected with Mary Jo Rendón (Family and Community Engagement Specialist at Waltham High School) and Soledad Valenciano (Case Manager at The Mazie Mentoring Program at Waltham High School.) We will foster these relationships and begin attending community partnership meetings to further educate ourselves about the area needs and market our services to potential students and program partners.

G. Collaborate with Workforce Partners

On a quarterly basis, the workforce partner in each of the 16 regions convenes the region’s Adult Career Pathways Working Group which consists of the region’s ABE Adult Career Pathways providers, career centers, and other workforce partners. The purpose of the Adult Career Pathways Working Group is to monitor enrollment, program performance, and career development for graduates. All ABE providers are encouraged to strengthen workforce collaborations using the existing structure established by the Adult Career Pathways Working Groups. See the groups by region at this link: <http://www.doe.mass.edu/acls/acp/Programs.pdf>

Additionally, programs are asked to develop regional career pathways and prepare for meeting integrated education and training, integrated English literacy and civics education, and other WIOA requirements.

1. Describe plans to strengthen collaborations with regional workforce partners to jointly identify opportunities for employment, education, training and support services students need to succeed in the labor market. Note that WIOA includes the same opportunities for English language learners, adults with low levels of literacy, and/or individuals facing substantial cultural barriers as other populations currently being served.

The ALC is housed within the Department of Corporate and Community Education and Training and is under the guidance of Judy Burke, the division's Dean. We will continue to attend monthly staff meetings and collaborate with her department for guidance on areas where we can further our reach and involvement. The Division has also recently contracted with the Department of Transitional Assistance and we expect to see referrals to our program. In addition, we will continue developing our relationship with long-time collaborators Christopher Brennan (Executive Director of The Career Place and member of the MCC Workforce Development Council), Kathy Andre (Manager at The Career Place and ALC Board Member), Karen James (Career and Academic Counselor at the MCC Career Services office), Nancy Quinn (College and Career Navigator at MCC and ALC Board member.)

2. Describe how the program will build on past community planning efforts to establish or build collaborations with local workforce partners, such as core partners, local workforce boards, One-Stop Career Centers, employment and training programs, local employers, and other regional workforce entities as required by WIOA. Your response should address these specific questions:
 - How will you engage with core partners in your region with a focus on creating more career pathways for adult students?
 - How will you begin discussing who will be "shared customers" among core partners and how to identify them?

To expand on our long history of collaboration with the many partners listed above, Katherine Innis (ALC Director) has joined the MCC Workforce Development Council and attends bimonthly meetings to discuss potential opportunities to create educational and career pathways and better serve our collective "customer" base. Key partners of this Council include the Directors of The Career Place, Career Source, the Metro North Regional Employment Board, and Healthcare Workforce Development alongside many key players from the MCC campus. Ongoing discussions will continue to focus on each organization's agenda and target student/customer base and how we can better provide referrals and programmatic information to those seeking services. In addition to the Workforce Development Council, we will continue to collaborate with other key departments at MCC including Disability Support Services which consistently works with Massachusetts Rehabilitation Commission and the Massachusetts Commission for the Blind and provide referrals to our program.

Note:

Programs must engage in a continuous improvement planning process. This process includes identifying goals, objectives, and major activities that align with WIOA. Programs must keep the continuous improvement plan updated for FY 17 as these may be requested at any time during the program year by ACLS staff.

MCC ALC ABE 340/345 BUDGET REQUEST NARRATIVE, FY17		DESE
		Request
1. ADMINISTRATION		
Supervisor/Director	EN1006	
Katherine Innis , Director, is responsible for monitoring all aspects of the program, including fiscal, administrative, and personnel. Additionally, she provides educational leadership, maintains communication with DOE, convenes the Advisory Board, participates in all DOE trainings and activities and program and staff development activities. She is also responsible for community planning, meeting with local community organizations to promote partnership activities and ABE interests. She also convenes the Community Planning Partnership. 1100hours x \$32/hr.		35,200
Allison Norton , Educational and Career Advisor, is responsible for coordinating all intake, assessment, counseling, program development and ADA requirements. In addition, she monitors SMARTT reporting and participates in program and staff development activities. 900hours x \$32/hr.		28,800
		\$64,000
2. INSTRUCTIONAL/PROFESSIONAL STAFF		
EN5014		
The program employs 4 part-time instructors. Teacher codes #1,2 3,4 1 Beg. Literacy, 1 Low Int (STAR) , 1 High Int and 1 Adv class, 2 non-rate classes in college and career readiness skills and 4 drop-in learning centers. Teachers are responsible for teaching, prep, pre/post planning, counseling and program and staff development. 2,563 @ \$26.65 (includes additional hours for STAR training)		\$68,304
Writing Tutors 87 hours @ 27.60		\$ 2,401
Tech. Coordinator assists teachers with integrating technology into the curricula and provides technology instruction to students 100 hrs. x \$26.65/hr.		\$2,665
		\$73,370
Instructor for Leadership Development (supplemental ABE grant application) EN2166		MATCH
Substitute Pay @ \$26.65 /hr x 4hours/day x 3 days x 4 instructors + 26.65/hr x 4 x 6 for STAR		\$1,919
		\$1,919
		\$75,289
3. SUPPORT STAFF		
AN1263		
Jessica Cronin , Program Assistant provides services in general clerical tasks including: telephone contact, purchasing,		

record keeping, mailings, duplicating and maintaining budget reports. 400hrs x 19.55hr		\$7,820
Documentation specialist is responsible for entering student information into SMARTT, including assessments, goals and attendance. <i>EN2007</i>		
200 hours x \$19.83/hr		\$3,966
	Subtotal Support Staff	\$11,786
4. FRINGE BENEFITS		
Medicare 1.67%		\$1,454
MCC staff fringe rate (33.5.% + 1.67% Medicare) 35.17%		
Medicare for part-time staff (above) and Leadership Development under 5. Contractual		\$ 22,509
	Subtotal Fringe Benefits	\$23,963
5. CONTRACTUAL <i>EN2151</i>		
Contractual for Leadership Development (supplemental ABE grant application):		
MCC Leadership staff, 4 workshops @ \$100 each per workshop (includes instructional and preparation time)		MATCH
	Subtotal Contractual	
6. SUPPLIES AND MATERIALS		
Instructional materials, 55 students at \$80.00/each: Textbooks, workbooks, notebooks, paper, pens, maps		\$4,400
Instructional technology: software (Teknimedia), flash drives, headphones, print cartridges.		800
	Subtotal Supplies	\$5,200
7. TRAVEL: Mileage, Conference registration, hotel & meals		
STAR Training: mileage + accommodations		1000
Network conference for staff @\$165.00/day x 1 day x 6 staff		990
Travel for recruitment, as well as professional development training; compensation at \$.54/mile x 1000		\$ 562
	Subtotal Travel	2,552
8. OTHER COSTS:		
Stipends to support students completing four leadership development workshops and project. (\$300 total)		300
	Subtotal Other Costs	300
	Subtotal Line Items #1-8:	\$ 183,090
9. INDIRECT COST		
Approved rate 8%		\$ 14,647
TOTAL REQUEST		\$ 197,737

ABE 340/345 MCC ALC BUDGET MATCH NARRATIVE, FY17	
	MCC
1. ADMINISTRATION	
Ms. Judy Burke, Dean of Community and Corporate Ed & Training (5% time)	\$ 5,086
Dean Burke works closely with the director to oversee implementation of the program, including design, services offered, evaluation and planning.	
P. Flaherty, Dean of Students (2.5% time)	\$ 2,799
Provides training and consultation on student issues related to behavior	
S. Woods, Assoc. Dean, Student Support Service/ADA Coordinator (9%)	\$ 8,282
The Director works with the ALC staff and teachers to assist them in working with students with disabilities.	
J. Aradhya, College Communications (1% time)	\$ 1,037
The Director will work with the ALC Director to develop and implement marketing strategies aimed at increasing awareness about the program and building enrollments.	
Subtotal Administrative	\$ 17,204
4. FRINGE BENEFITS	
MCC staff fringe rate 35.17% + 1.67% Medicare) for fulltime, benefitted positions	\$ 6,051
Subtotal Fringe Benefits	\$ 6,051
6. SUPPLIES AND MATERIALS	
Instructional materials, 52 students at \$80.00/each: Textbooks, workbooks, discs, notebooks, paper, pens, maps	\$ 4,160
Instructional technology and software, print cartridges	\$ 2,000
HiSET preparation materials	\$ 1,300
Subtotal Supplies	\$ 7,460
8. Other Costs	
Space (4 classrooms, 2 offices, teacher's room, and computer lab @ 2,150 feet x 100% dedicated usage x an average of \$25 a square foot) The dedicated space includes a 14-station computer lab with nine of the computers provided by MCC in previous years. Value of space also includes parking for staff, security, janitorial, telephone, Internet connections, IT support, and utilities.	\$ 53,750
MCC Computer Labs: updates with VDI software and hardware, maintenance and support for the 14 station dedicated lab during the year.	\$ 7,200
Mailings to organizations, school systems, and students to promote program	\$ 900
Subtotal Other Costs	\$ 61,850
Total Match	\$ 92,565

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
STANDARD APPLICATION FOR PROGRAM GRANTS**

SCHEDULE B

(Cost Sharing or Matching Schedule)

1.	Schedule B is to be included with and supplements the information provided on the Standard Application for Program Grants, and must be completed for any grant projects that contain a cost sharing or matching funds requirement.	
2.	Applicant: (Legal Name of Agency)	Middlesex Community College
3.	Name of grant program/ Source of funds:	Adult Basic Education Transition to Community Colleges /668
4.	Cost Sharing or Matching means the value of third-party contributions and that portion of a grant-supported project or program not supported by the federal or state government. (See CFR 34 s80-24 and the relevant program regulations for additional requirements and information.)	
5.	Complete the summary budget below:	

	LINE ITEM	COLUMN A* Amount of Project's Contribution	COLUMN B Applicant's Contribution	COLUMN C Total of Columns A & B
1.	Administrators	12,800	3055	15855
2.	Instructional/Direct Service Staff	45778	19050	64828
3.	Non-Instructional/Support Staff	9775	0	9775
4.	Fringe Benefits	5435	6842	12277
5.	Contractual Services	3040	0	3040
6.	Supplies	4744	0	4744
7.	Travel	597	0	597
8.	Other	0	26600	26600
9.	Indirect Costs	6574	0	6574
10.	Equipment		0	0
11.	TOTAL	88743	55547	144290

* The amounts under this column must agree with the corresponding subtotals included under the line items of the Standard Application for Program Grants.

Revised 3/2008