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| Part III a– INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) REQUIRED PROGRAM INFORMATION |

Applicants applying for the IELCE must respond to all narrative response prompts. The narrative response may not exceed six pages. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in a font no smaller than Arial 10 with 1” margins on all sides.

Pages that exceed the above page limits will not be reviewed.Applicants proposing more than one IELCE service option must submit a separate narrative response and budget documents for each service option.

For each narrative section, the score will be based only on the response provided for that section. Relevant information provided in other sections will not be considered.

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| **IELCE****Scoring Summary** |
| * Program Design (10)
 | Workforce Training (20) |
| * ESOL Instruction (20)
 | Advising and Support Services (10) |
| * Workforce Preparation Activities (20)
 | Student Success (10) |
| * Civics Education (10)
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1. Describe the program design of the IELCE program, including how the ESOL instruction, civics education, workforce preparation activities, and workforce training: (10 points)
	1. 1. are of sufficient intensity and quality, particularly with respect to improving reading, writing, speaking, listening, and mathematics.
		2. occur simultaneously.
		3. use occupationally relevant instructional materials.
		4. function as a single set of learning objectives that are aligned with priority occupations or occupational clusters.
	2. Describe how the program design will be carried out in collaboration with the partners identified in the required IELCE Overview to accelerate employment outcomes for participants in high-demand industries that can lead to a family sustaining wage. Complete and upload the IELCE Overview.
	3. Provide a weekly schedule that includes program start and end dates (see sample schedule on page 2).

1. Describe the ESOL instruction, including: (20 points)
	1. how the curricula was developed or modified in collaboration and consultation with qualified academic and technical teachers, subject matter experts, and the employer(s) to meet the needs of adult learners.
	2. how the curriculum was contextualized to the program’s target occupation or occupational cluster and tailored to meet the needs of the student population.
	3. a brief summary of the topics to be covered.
	4. use of strategies to prepare students for success in employment such as use of current artifacts and routines from the industry.
2. Describe the workforce preparation activities, including, (20 points)
	1. a description of activities designed to help students acquire a combination of basic academic skills, critical thinking skills, and digital literacy skills.
	2. a description of the self-management skills to be taught, including competencies in utilizing resources, using information, working with others, understanding systems, and the skills necessary for transition into and completion of postsecondary education or training and employment.
	3. career development activities that support students with short and long-term goal setting specific to the career pathway.
3. Describe the Civics Education, including: (10 points)
	1. a description of how rights and responsibilities, civic participation, forms of government, and other civics topics will be taught.
4. Describe the workforce training, including: (20 points)
	1. how the occupational skills training has been customized to meet the needs of the student population.
	2. a brief summary of the topics to covered, including hands-on activities.
	3. identification of the industry-recognized credential(s) students will receive upon completion.
	4. a description of at least one integrated lesson.
	5. how the training will be coordinated with the ESOL curriculum/instruction.
5. Describe how the AE program will deliver effective and equitable advising and support services, tailored to meet students’ needs, and help them reach their goals, including: (10 points)
6. proactive support strategies designed to mitigate barriers to success and develop participants’ capacity for persistence.
7. career development guidance that supports students with short and long-term goal setting specific to the career pathway.
8. Describe the agency’s capacity and commitment to achieve the education and employment outcomes described in the IELCE Overview, including: (10 points)
9. routine analysis and monitoring of student progress, conducted in consultation with teachers, advisors, partners, and students, to make improvements.
10. meaningful involvement of the partners identified in the IELCE Overview in supporting students’ success in obtaining employment and/or enrolling in further education and training.

SAMPLE IELCE SCHEDULE (ADVANCED MANUFACTURING)

January 22 – May 24, 2018

|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| --- | --- | --- | --- | --- |
| 9:00 AM – 11:00 AM | Contextualized ESOL | Contextualized Math | Contextualized ESOL | Contextualized Math |
| 11:00 AM – 12:00 Noon | Workforce Preparation | Workforce Preparation | Workforce Preparation | Workforce Preparation |
| 12:00 PM – 12:30 PM | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM – 2:30 PM | Machinist Class | Machinist Class | Machinist Class | Machinist Class |

Vacation weeks: February 19th and April 23rd

Note: For more examples of schedules, please visit: <http://www.doe.mass.edu/acls/acp/?section=training>.

# Part III b– INTEGRATED EDUCATION AND TRAINING (IET) REQUIRED PROGRAM INFORMATION

Applicants applying for IET must respond to all narrative response prompts. The narrative response may not exceed six pages. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in a font no smaller than Arial 10 with 1” margins on all sides.

Pages that exceed the above page limits will not be reviewed.Applicants proposing more than one IET service option must submit a separate narrative response and budget documents for each service option.

For each narrative section, the score will be based only on the response provided for that section. Relevant information provided in other sections will not be considered.

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| **IET Scoring Summary** |
| * Program Design (10)
 | Advising and Support Services (15) |
| * Adult Education (20)
 | Student Success (15) |
| * Workforce Preparation Activities (20)
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| * Workforce Training (20)
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1. Describe the program design of the IET program, including how the adult education (pre-ASE and/or ASE instruction), workforce preparation activities, and workforce training: (10 points)
	* 1. are of sufficient intensity and quality, particularly with respect to improving reading, writing, mathematics, and helping students earn a high school credential.
		2. occur simultaneously.
		3. use occupationally relevant instructional materials.
		4. function as a single set of learning objectives that are aligned with priority occupations or occupational clusters.
	1. Describe how the program design will be carried out in collaboration with the partners identified in the required IET Overview to accelerate employment outcomes for participants in high-demand industries that can lead to a family sustaining wage. Complete and upload the IET Overview.
	2. Provide a weekly schedule that includes program start and end dates (see sample schedule on page 2).

1. Describe the adult education (Pre-ASE and/or ASE) instruction, including: (20 points)
	1. how the curricula was informed by research and developed in collaboration and consultation with qualified academic and technical teachers, subject matter experts, and the employer(s) identified in the IET Overview.
	2. how the curricula was contextualized to the program’s target occupation or occupational cluster and tailored to meet the needs of the student population.
	3. a brief summary of the topics to be covered, including high school credential units.
	4. use of strategies to prepare students for success in employment such as use of current artifacts and routines from the industry.
2. Describe the workforce preparation activities, including, (20 points)
	1. a description of activities designed to help students acquire a combination of basic academic skills, critical thinking skills, and digital literacy skills.
	2. a description of the self-management skills to be taught, including competencies in utilizing resources, using information, working with others, understanding systems, and the skills necessary for transition into and completion of postsecondary education or training and employment.
	3. career development activities that support students with short and long-term goal setting specific to the career pathway.
3. Describe the workforce training, including, (20 points)
	1. how the occupational skills training has been customized to meet the needs of the student population.
	2. a brief summary of the topics to covered, including hands-on activities.
	3. identification of the industry-recognized credential(s) students will receive upon completion.
	4. a description of at least one integrated lesson.
	5. how the training will be coordinated with the ESOL curriculum/instruction.
4. Describe how the AE program will deliver effective and equitable advising and support services, tailored to meet students’ needs, and help them reach their goals, including: (15 points)
5. proactive support strategies designed to mitigate barriers to success and develop participants’ capacity for persistence.
6. career development guidance that supports students with short and long-term goal setting specific to the career pathway.
7. Describe the agency’s capacity and commitment to achieve the education and employment outcomes described in the IET Overview, including: (15 points)
8. routine analysis and monitoring of student progress, conducted in consultation with teachers, advisors, partners, and students, to make improvements.
9. meaningful involvement of the partners identified in the IET Overview in supporting students’ success in obtaining employment and/or enrolling in further education and training.

SAMPLE IET SCHEDULE (ADVANCED MANUFACTURING)

January 22 – May 24, 2018

|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| --- | --- | --- | --- | --- |
| 9:00 AM – 11:00 AM | Contextualized GED | ContextualizedGED  | Contextualized GED | Contextualized GED |
| 11:00 AM – 12:00 Noon | Workforce Preparation | Workforce Preparation | Workforce Preparation | Workforce Preparation |
| 12:00 PM – 12:30 PM | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM – 2:30 PM | Machinist Class | Machinist Class | Machinist Class | Machinist Class |

Vacation weeks: February 19th and April 23rd.

Note: For more examples of schedules, please visit: <http://www.doe.mass.edu/acls/acp/?section=training>.