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| **Name of Grant Program:** Adult Education Professional Development System | **Fund Codes:** 667 and 343 |

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| PART III – REQUIRED PROGRAM INFORMATION for the ELA C&I PD CENTER |

# INSTRUCTIONS FOR THE NARRATIVE RESPONSE

The narrative response for this PD center may not exceed 25 pages. Required forms and appendices are excluded from the page limit. Narrative pages that exceed the page limit and non-required appendices will not be read. Applicant-provided links to other documents or resources that are embedded in the narrative, required forms or required appendices will not be visited or considered in the review process. Applicants are required to provide page numbers on every page of the narrative. All narrative responses must be in Arial 10 point font, single-spaced, with 1" margins.

1. PROGRAM SERVICES **(30 POINTS)**

**NARRATIVE PROMPT**: Outline and describe the components of a comprehensive PD program for the ELA C&I PD Center (i.e., PD offerings and other PD activities such as technical assistance, coaching, customized program-based PD) that is responsive to the program services RFP requirements and priorities that follow. Identify the research that will inform the proposed PD program and summarize how it will impact the content and delivery of PD activities.

**PROGRAM SERVICES RFP REQUIREMENTS AND PRIORITIES**

1. **Develop and implement a comprehensive and cohesive PD program for AE practitioners and programs as follows:**
2. PD Program Content

* provide PD and TA with a strong emphasis on ELA content knowledge and evidence-based instructional practices with immediate application to classroom practice and the ultimate goal of increased student outcomes;
* provide PD and TA with a strong emphasis on curriculum development and full implementation of the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) for ELA, including (a) the instructional shifts, (b) use of the Understanding by Design (backward design) approach, and (c) use of the ACLS [templates](http://www.doe.mass.edu/acls/frameworks/resources.html) for developing curriculum scope and sequence, instructional units, and lesson plans for ELA; review curriculum materials submitted by programs and provide programs with feedback;
* continue to deliver previously developed ELA PD offerings (e.g., EBRI PD series, The CCRSAE and Instructional Shifts for ELA, Writing Responses to Text-Dependent Questions);
* in alignment with the WIOA “essential components of reading” requirement[[1]](#footnote-1), hire an evidence-based reading instruction (EBRI) coordinator and other qualified staff or consultants as needed to promote EBRI as a foundational skill for all ELA teachers, and deliver the PD Center’s EBRI PD component, as follows:
* implement EBRI practices (including STAR[[2]](#footnote-2)) to provide instruction in the four essential components of reading;
* facilitate EBRI and STAR trainer meetings;
* conduct site visits (face-to-face or via videotaped class instruction) to observe STAR classes and provide STAR teachers and directors with verbal and written observation feedback;
* ensure fidelity to the STAR evidence-based model (e.g., connecting STAR programs with [SABES resources](http://sabes.org/ebri) and [ACLS resources](http://www.doe.mass.edu/acls/rfp/star.html), providing targeted TA to STAR programs);
* continue to deliver existing EBRI PD offerings (e.g., an introduction to EBRI, administering and using the results of diagnostic reading assessments, PD for teachers of emerging (GLE 0-3) and advanced (GLE 9-12) adult readers); and
* develop new PD offerings for directors focused on observing EBRI in the classroom, supporting teachers in embedding EBRI into unit and lesson planning, and supporting students in reading academic texts using EBRI practices;
* disseminate previously developed ELA instructional units, and develop and disseminate annually two to three additional high-quality instructional units, each with a minimum of three sample lesson plans;
* in collaboration with the other C&I PD centers, provide specialized PD offerings that offer explicit strategies for helping practitioners meet the needs of adults with learning disabilities and learning difficulties;
* with guidance from the Program Support PD Center, integrate digital literacy and technology into PD content and delivery—for practitioners at all levels of expertise—in order to support AE programs in meeting the digital literacy policy requirements and expectations described in the Curriculum and Instruction section of the [FY19 Massachusetts Policies for Effective Adult Education](http://www.doe.mass.edu/acls/abeprogram/); include a focus on adaptive technologies to address the needs of students with learning disabilities and learning difficulties;
* provide PD that explicitly addresses how to (a) conduct ongoing formative assessment, as well as summative and diagnostic assessment, in the ELA classroom, and (b) analyze and use assessment results, including analysis of student work, to inform and differentiate instruction;
* with guidance from the Program Support PD Center, integrate diversity, inclusion, and cultural competence into the PD program (e.g., as part of promoting effective teaching practices, recognizing bias in curriculum and instructional materials), on behalf of adult learners;
* provide PD offerings that merge CCRSAE-aligned ELA instructional strategies with academic content in such areas as history, social studies, and science, at all levels of instruction;
* provide PD that focuses on the contextualization of curriculum related to career pathways, with content support from the Program Support PD Center (e.g., career awareness, career exploration, workforce preparation);
* in consultation with ACLS, provide PD offerings for AE program directors and other program leaders to strengthen their instructional leadership in the context of ELA and support teacher growth; PD should focus on: curriculum and instruction aligned with the CCRSAE and Massachusetts Professional Standards for Teachers of Adult Education; the importance of being a reflective practitioner; classroom observation and feedback aligned with the EGE cycle; guidance and support for teachers implementing the CCRSAE; and effective director and teacher interaction;

1. PD Program Delivery

* provide PD and TA using multiple delivery options including face-to-face, blended, fully online, phone, and email;
* develop and deliver new, innovative online and blended PD offerings based on the needs of AE practitioners and ACLS priorities (e.g., single or bundled online courses, tutorials or interactive webinars, asynchronous or real-time offerings); ensure that PD and TA build the skills and capacity of (a) trainers, to effectively deliver online PD, and (b) practitioners, to fully engage in online PD;
* offer and provide PD and TA that are responsive to AE program requests for customized and/or program-based support; examples of customized PD and TA include locally-offered PD, targeted technical assistance, coaching, modeling instruction (in person or using videos of effective teaching in the AE ELA classroom), classroom observation and feedback, and curriculum feedback;
* support teacher development through PD offerings—including PD follow-up activities—and TA to extend practitioner learning and promote collaborative problem-solving and peer learning (e.g., blogs or discussion boards; well-facilitated communities of practice or professional learning communities);

1. PD Program Priorities

* provide a sequence of PD offerings—with prerequisite PD activities when appropriate—that addresses the needs of practitioners with varying levels of expertise (e.g., novice, intermediate, advanced); provide teacher induction PD and support (i.e., for novice teachers and teachers new to AE) that includes or draws from PD offerings such as the Art of Teaching[[3]](#footnote-3) course that is undergoing revisions in FY18; identify exemplary, advanced practitioners who are interested in being trained and hired as educational leaders to provide PD and coaching for other teachers;
* ensure that PD offerings and TA reflect evidence-based principles of effective educator PD including alignment with the Massachusetts AE HQPD standards;
* ensure that PD offerings and TA address pedagogy (instructional principles and practice), andragogy (teaching adult learners), and being a reflective practitioner;
* promote HQPD that is of sufficient intensity and duration to impact educator practice and ultimately student outcomes; create and expand opportunities for part-time AE educators to bundle shorter PD offerings or course segments over a longer period of time to achieve the same results; and
* in collaboration with the other C&I PD centers and the Program Support PD Center, assist practitioners in addressing the needs of all learners including special populations such as youth, parents, and incarcerated individuals.

1. **Meet additional PD center content-based requirements as follows:**

* in consultation with ACLS, take the lead on finalizing the proficiency guide for ELA[[4]](#footnote-4) that integrates the Massachusetts Professional Standards for Teachers of Adult Education; ensure alignment between the CCRSAE, proficiency guide, and PD development and delivery;
* maintain an engaging and informative PD center webpage as part of the PD system website; remain current with the most relevant resources including research, promising practices, and videos of effective AE teaching, and post them to the webpage with assistance from the PD System Communication Center as needed;
* contribute to SABES newsletters disseminated by the PD System Communication Center three to four times a year;
* in collaboration with the PD System Communication Center, actively promote PD to practitioners in order to maximize participation in PD activities, in alignment with ESE/ACLS messaging and priorities, and with consideration for practitioner PD needs (e.g., PD location, time, delivery options);
* remain current and aligned with ESE policies regarding AE curriculum and instruction, and contribute to consistent messaging from the three C&I PD centers to the AE field;
* attend and present at AE state and national conferences (e.g., MCAE Network, COABE, NCTN, TESOL) once or twice during the funding cycle, as resources allow; attend and possibly present at the annual ACLS Directors’ Meeting; and
* work with ACLS to explore the feasibility of creating self-assessment tools to give practitioners information about their capacity (e.g., knowledge and skills) as well as direction and guidance for their growth.

1. CONTENT EXPERTISE **(35 POINTS)**

**NARRATIVE PROMPT**: Identify key staff and consultants, including national and local experts, who will develop and/or deliver the proposed PD program, and meet the additional PD center content-based requirements. Identify and describe each individual’s credentials and expertise relevant to (a) the content expertise RFP requirements and priorities listed below, and (b) the program services RFP requirements and priorities listed above. For each identified individual, delineate the roles and responsibilities in the narrative response, and include a current resume and job description outlining grant responsibilities in Appendices A and B, respectively.

The narrative response, resumes, and job descriptions will be considered in evaluating this portion of the RFP.

**CONTENT EXPERTISE RFP REQUIREMENTS AND PRIORITIES**

1. **Ensure that staff and consultants who are hired to develop and implement the proposed PD program have strong ELA credentials and expertise such as:**
2. Credentials

* master’s degree in ELA or a related area;

1. Expertise

* strong knowledge of research on ELA instruction and three or more years of experience applying such research to practice;
* certification as a STAR trainer (certification conferred by national STAR);
* three or more years of experience providing PD and teaching about EBRI through STAR;
* three or more years of experience effectively applying the CCRSAE for ELA in the AE classroom or other adult instructional setting;
* three or more years of experience developing the skills of ELA teachers, using the latest research on ELA education, such as PD materials development, peer coaching, and co-training;
* ability to effectively apply knowledge of ELA pedagogy and research (e.g., EBRI, TEAL Just Write, or writing research) to AE instructional and PD settings;
* strong familiarity with and experience using formative, summative, and diagnostic assessment in the ELA classroom, including analysis of student work; and
* experience integrating technology into ELA instruction, and delivering and facilitating online PD.

In addition to being STAR-certified, the EBRI Coordinator must be an expert in AE reading instruction and have: a Masters Degree in Education, Reading Education, or a related field; at least five years of experience training teachers how to conduct reading instruction for adults; strong familiarity with the goals of the U.S. Department of Education to improve AE reading instruction; experience coaching, evaluating, and developing skills of new trainers; and the ability to effectively communicate information to training participants about key topics related to implementing EBRI such as diagnostic assessment, instructional leadership, and AE program managed enrollment. Staff or consultants hired to deliver EBRI PD must either have a degree in reading instruction or a related area and at least six years of experience teaching reading, or be STAR-certified trainers.

1. ORGANIZATIONAL CAPACITY **(20 POINTS)**

**NARRATIVE PROMPT**: Describe the applicant’s capacity and plan for effectively coordinating and providing institutional administrative support for the proposed PD center. Ensure the applicant response addresses the organizational capacity RFP requirements and priorities below. Identify and describe the relevant credentials and expertise of key staff who will assume responsibility for the coordination and statewide leadership of the proposed PD Center and grant. Note that the credentials and expertise under the content expertise RFP requirements and priorities above are strongly preferred for the individual(s) identified in this section. Include a current resume and job description in Appendices A and B, respectively, for each individual identified in this section. The narrative response and corresponding resume(s) and job description(s) will be considered in evaluating this portion of the RFP. **(*10 points*)**

Describe the applicant’s ability to provide physical space and technology needed to effectively implement the proposed PD program, and house other PD center offerings, to a reasonable extent. Describe the applicant’s plan for securing alternate space for face-to-face PD center offerings, at no cost or minimal cost to the grant, at other locations throughout the state. **(10 *points*)**

*(for non-public entities only)* Submit in Appendix D a copy of the applying agency's latest completed audit report, issued by an independent certified public accountant. No points will be assigned for the audit report submission; however, this required report will be evaluated by ESE to determine the fiscal viability of the applying agency. **(*0 points*)**

**ORGANIZATIONAL CAPACITY RFP REQUIREMENTS AND PRIORITIES**

1. **Ensure effective coordination, statewide leadership, and agency oversight and support of the proposed PD center and grant, including the following:**
2. PD Center Personnel

* ensure that the PD center director has strong ELA expertise related to the content expertise RFP requirements and priorities listed above;
* hire highly qualified staff and consultants (e.g., PD developers, PD providers, subject matter experts, coaches) including national and local experts;
* provide effective supervision and support of all grant-funded staff and consultants; include training-of-trainers activities to develop staff and consultant skills, as needed, in such areas as face-to-face and online PD delivery, facilitation, and coaching;
* ensure that all PD Center personnel have strong oral and written communication skills;

1. PD Center Administration

* provide an auditable level of institutional administrative support for the grant program, in order to ensure effective implementation of the grant program;
* ensure an auditable level of institutional support for the grant program in order to provide accessible[[5]](#footnote-5) physical space and technology needed to effectively implement the proposed PD center activities and services; ensure the applicant’s capability to use the agency platform to deliver high quality webinars and other online PD; secure adequate and accessible space for PD center face-to-face PD offerings at other locations throughout the state to maximize regional and statewide practitioner participation in PD, at no cost or minimal cost to the grant;
* implement effective processes, in alignment with ACLS policies, for PD center data entry, collection, and analysis, using either the ESE/ACLS data management system, or an excel data collection template created by ACLS;
* ensure that all print and online materials produced by the PD Center are of professional quality, copyedited before being submitted for website posting, and aligned with Department priorities and messaging;
* engage in an ongoing process of planning and evaluation that includes setting and revisiting annual performance goals and reporting on progress twice a year;
* contribute to evaluating the impact of PD on educator practice, under the direction of ACLS and its system evaluation consultant (to be hired);
* ensure that all key ACLS deadlines are met (e.g. submission of grants and progress reports);

1. PD System Responsibilities

* ensure an auditable level of institutional support for the grant program in order to provide accessible physical space and technology needed to house other PD center offerings, to a reasonable extent, at no cost or minimal cost to the grant;
* ensure that one or more PD center staff members participate in six to ten face-to-face and online statewide PD system meetings annually;
* work collaboratively and communicate effectively with other PD system members and ESE/ACLS; and
* with guidance from ACLS, promote partner PD (e.g., LINCS, NELRC) and other high quality PD that complements the work of the Massachusetts AE PD System and supports the development of AE leaders.

1. BUDGET **(15 POINTS)**

**NARRATIVE PROMPT**: Submit a 12-month budget—using the ESE required budget forms—for the period July 1, 2018 through June 30, 2019. Ensure that the budget submission addresses the budget RFP requirements and priorities that follow. Applicants are advised to refer to the ESE Grants Management Procedural Manual at <http://www.doe.mass.edu/grants/procedure/manual.html> for assistance with preparing the two required budget forms: *Part I – General Standard Contract Form and Application for Program Grants* (signature page), and the Budget Template (project expenditures). The applicant agency’s definition of full-time employment (based on hours per week and weeks per year) should be used as a basis for calculating full-time equivalents (FTEs) for all salaried staff in the Budget Template. In Appendix C, submit a budget narrative, designed by the applicant, for the period July 1, 2018 through June 30, 2019.

Note: If the applicant proposes initiatives and services for more than one PD center, the applicant must submit the following budget documents:

* one *Part I – General Standard Contract Form and Application for Program Grants* signature pagethat shows one **combined** total amount of requested funds for all priority areas;
* one Budget Template that shows the **combined** funding information (e.g., number of staff, full-time equivalents, line-item sub-totals and totals) for all PD Centers;
* one **combined** budget narrative that clearly explains each proposed expenditure, following the line item sequence of the Budget Template; and
* **for each PD Center**, a **separate** budget narrative that clearly explains each proposed expenditure, following the line item sequence of the Budget Template.

**BUDGET RFP REQUIREMENTS AND PRIORITIES**

1. **Ensure that the budget is cost effective, directly related to the grant program’s purpose and priorities, and consistent with allowable fund use as outlined in this RFP.**
2. **Ensure that grant funds are clearly allocated for individuals who have the content expertise necessary to implement the work of the PD center. The level of grant funds allocated to support individuals with relevant expertise must be considerable in order to increase the positive impact of PD, and the PD system overall, on educator practice and ultimately student learning.**
3. **Ensure that the budget narrative is sufficiently and clearly detailed as follows:**

* provide a clear explanation for each proposed project expenditure (i.e., personnel and non-personnel) listed in the Budget Template;
* include a summary of the scope of work as well as the hourly rate of pay, annual paid number of hours, and full-time equivalency for all proposed staff;
* include a summary of the scope of work, hourly rate of pay, and projected number of hours for all proposed consultants; and
* itemize the specific fringe benefits and corresponding costs included in the fringe rate.

1. WIOA requires that the “essential components of reading” be incorporated into instruction. The Office of Career, Technical and Adult Education's (OCTAE) [WIOA Brief on the Essential Components of Reading](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/essential-components-reading.pdf) further states that "…Reading components are the foundation of the ultimate goal of helping students learn from challenging, complex texts in postsecondary education and training and for lifelong learning.” [↑](#footnote-ref-1)
2. STAR is an OCTAE-recommended, evidence-based reading instruction (EBRI) approach for intermediate level (GLE 4-8) adult learners. [↑](#footnote-ref-2)
3. Beginning in FY19, practitioners will no longer be required to participate in the Art of Teaching course; this policy change will be reflected in the next phase of revisions to the [FY19 Massachusetts Policies for Effective Adult Education](http://www.doe.mass.edu/acls/abeprogram/). [↑](#footnote-ref-3)
4. ESE/ACLS completed the development of the Massachusetts Professional Standards for Teachers of Adult Education in November, 2017. These standards will serve as the foundation of three companion proficiency guides for Math, ELA, and ESOL teachers. The companion guides will describe the knowledge and skills needed to be an effective teacher in each of the three instructional areas, and are projected to be completed in FY19. The Massachusetts Professional Standards for Teachers of Adult Education can be found on the [ACLS Educator Effectiveness webpage](http://www.doe.mass.edu/acls/edueffectiveness/default.html). [↑](#footnote-ref-4)
5. “Accessible” space refers to space that is ADA compliant and easily accessible by practitioners (e.g., centrally located, near public transportation, with ample, nearby parking). [↑](#footnote-ref-5)