|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

Narrative responses may not exceed 10 pages. Responses to Section VI (Budget) are not included in the page limit. Likewise, required attachments and appendices do not count toward the page limit. Additional, non-required appendices and narrative pages that exceed 10 pages (Arial font size 10 with 1” margins) will not be read.

1. **PAST PERFORMANCE (10 points)**

Complete and submit auditable data in Table 1 below. Note that programs with no prior DL experience or those that served fewer than 50 students by means of DL instruction are ineligible to apply. Provided data must be verifiable by ACLS. The completed table will be used for two purposes:

1. to determine eligibility to be a Distance Learning provider (**0 points**), and
2. to assess the experience of a Distance Learning applicant with regard to delivery of high quality Distance Learning services. Using your data, describe your success in serving DL students. Provide the context for the ABE or ESOL population you are proposing to serve. **(10 points)**

**Table 1 Past Performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service type** | **A** | **B** | **C** | **D** | **F** |
| Pre-ASE  ASE  ESOL | Provide data for each of the three years | Number Served in DL | Avg. Hours of participation (per student) | Number EFL Completions | High School Credential Completion (if applicable) |
|  | FY 17 |  |  |  |  |
|  | FY 16 |  |  |  |  |
|  | FY 15 |  |  |  |  |
| **TOTALS ALL YEARS** | |  |  |  |  |

1. **PROPOSED PROGRAM AND SERVICES** (**60 points**)
   1. **PROPOSED SERVICES: PROGRAM DELIVERY**  (**25 points**)
2. Proposed services must be aligned with local plans. Describe your alignment with the local plans in the workforce development regions where the collaborating community adult learning centers are located. (**5 points)**
3. Identify the services you propose to deliver through DL. Describe how the following key components support the delivery of the Pre-ASE, ASE or ESOL services of the proposed distance learning model:
   1. the process of recruitment, screening and orientation; **(5 points)**
   2. the collaboration between the DL program and identified Community Adult Learning Centers to serve a minimum of 100 actively enrolled students per month; **(5 points)**
   3. the protocols for sharing information with participating CALCs to ensure students progress and challenges are being communicated and resolved on a regular basis; complete a Memorandum of Agreement (MOA) for each partnering CALC and submit as Appendix A; **(5 points)** and,
   4. the strategies to ensure maximum monthly student participation and student satisfaction. **(5 points**)
   5. **PROPOSED SERVICES: CURRICULUM INSTRUCTION** and **ASSESSMENT** (**30 points**)
4. Describe how teachers will support college and career readiness success through selected curricula products, including supplemental materials.
5. Describe key specific instructional approaches depending on whether an ABE population and/or an ESOL population will be served. **(5 points)**
6. Describe appropriate strategies for determining individualizing instruction versus a cohort model. Using each model, describe the strategies you will implement in order to ensure that students progress through educational functioning levels. **(5 points)**
7. Describe ways that teachers will fully engage with students to support their learning. **(5 points)**
8. Describe the technology resources available to staff and students. Include in the response how the use of these tools will enhance instruction to prepare students for success in college and careers. **(5 points)**
9. Describe how assessment tools and processes are used to inform instruction and measure student progress. **(5 points)**

**Note**: Both cohort and individualized instruction must be used in DL.

* 1. **PROPOSED SERVICES: EVALUATION** **(5 points)**

Describe how the DL program will measure its effectiveness. Explain the process and state the roles of those involved. **(5 points)**

**III ORGANIZATIONAL CAPACITY AND STAFF QUALIFICATIONS** **(20 points)**

1. Identify the organizational supports and resources available to the DL program. **(5 points)**
2. Describe how the larger agency will ensure DL staff have the qualifications needed to carry out their responsibilities effectively. Complete the Professional Staff Qualifications Chart for each of the key DL positions and submit as **Appendix B**. **(5 points)**
3. Describe how the administration will provide the educational leadership to ensure standards-based, high quality DL services that succeed in preparing students for college and career readiness. (**5 points**)
4. Describe the proposed staffing structure for the DL program. **(5 points)**

**Note:** If applicant submits a copy of an audit report as part of the Community Adult Learning Center (CALC) application, no additional copy is required. If applicant has not submitted a CALC proposal or an accompanying audit report, a copy must be submitted with this application as Appendix C.

**IV BUDGET (10** points)

**A. BUDGET: FUNDS REQUESTED** **(10 points)**

1. **Standard Applications for Grants:** Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the budget pages. Use the applicant agency’s definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

2. **Budget Narrative**: Submit a detailed budget narrative that provides an explanation for each proposed expenditure. The budget narrative must correspond to the line item sequence in the budget pages.

1. **BUDGET: MATCHING CONTRIBUTION** 
   * + 1. **Match Narrative:** Provide a separate and detailed match narrative that describes matching resources consistent with the purpose, priorities, and fund use of this grant program. Identify the source of all matching funds. The match narrative must correspond to the line item sequence of the budget detail pages. Recipients of ESE AE DL Instructional Hubs grants during the FY 2013 - FY 2017 grant cycle must provide fully auditable matching resources equal to (a) the organization’s maintenance of effort in the previous cycle or (b) 20% of the new grant request, whichever is greater. New applicants must provide fully auditable matching resources for each year of the multi-year grant equal to at least 20% of the grant award.
       2. **Schedule B**: Enter the dollar values of the proposed grant expenditures and matching contribution into Columns A and B in the appropriate budget lines on Schedule B. See the Required Forms section of the RFP.

**Appendix A**: **Memorandum of Agreement**

This Memorandum of Agreement is entered into between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , as Distance Learning Hub applicant and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as the Community Adult Learning Center applicant regarding a collaboration for FY\_\_\_, with the expectation that services will be renewed annually while programs continue to be funded for Distance Learning by the Massachusetts Department of Elementary and Secondary Education.

The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (HUB) agrees to the following:

1. Provide instruction and academic support for students enrolled at the Hub.
2. Record student participation data into the ACLS web-based data management and accountability system for students enrolled at the Hub according to proxy seat time and direct time reporting methods.
3. Inform programs when students are ready for post-testing so the program can schedule the post-testing with their students in accordance with ACLS assessment policies.
4. Provide instructional materials, access to curriculum, and supplemental materials to all students.
5. Establish and support a sense of community among learners through social networking platforms.
6. Provide content for the orientation to be provided by the CALC.
7. Inform CALC when students are ready for post-testing.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CALC) agrees to the following:

1. Enroll a minimum of 10 students to be served and maintained throughout the year.
2. Conduct outreach, recruitment, intake, and enrollment for all DL students.
3. Conduct pre- and post-testing for DL students in accordance with ACLS Assessment Policy and Procedures at <http://www.doe.mass.edu/acls/assessment/>.
4. Obtain necessary release of information forms for all DL students.
5. Integrate DL prescreening into the adult learning center’s established intake process.
6. Follow a communication protocol established by the HUB to share information in order to best support DL students receiving instruction from the HUB.
7. Conduct orientation for DL students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of HUB Representative Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of CALC Representative Date

**APPENDIX B:**

**Professional Staff Qualifications for Directors, Advising and Teaching staff assigned to the Distance Learning RFP**

Applying Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(The Applying Agency Name must match the Applicant Name on the Signature Page - Part I of Required Forms.)*

Option for which agency is applying: ABE ESOL

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Roles and Staff Information** | | | **Qualifications** | | |
| Name | Job Title | FTE | Degrees (include discipline)  Teaching Certificates/Licenses (include discipline and level) | Content area (s) taught with Distance Learning  Level(s) and  SPL or GLE if applicable | Other |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |