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| --- | --- | --- |
| **Scoring Summary for both IET and IELCE** | | |
| Program Design (20) | Workforce/Occupational Training (20) | |
| Adult Education & Literacy (20) | Advising and Support Services (12) | |
| Workforce Preparation (12) | Capacity & Commitment to Succeed (12) | |
| Budget (12) | | Employer Letter of Support (12) |
| Bonus: high wage/high demand[[1]](#footnote-1) (25) | |  |

Applicants must respond to all narrative response prompts. The narrative response may not exceed ten pages. Pages that exceed the above page limits will not be reviewed.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.

Applicants proposing more than one program must submit a separate narrative response, budget, and required attachments for each proposal.

The score for the response to each of six (6) narrative sections will be based only on the response provided for that section. **NOTE:** Relevant information provided in other sections will not be considered.

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

**PROGRAM DESIGN (20 points)**

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| --- | --- | --- | --- |
| **IELCE program title** | **associated career pathway** | [**Workforce area**](https://www.mass.gov/service-details/local-plan-packages-by-area) | **number of students to be served** |
| *e.g., facilities management* | *Hotel* | *Berkshire* | *2 cohorts of 10/20 total* |

1. Describe the overall scope of the program in a manner that demonstrates that the learning objectives of the (1) ESOL and civics education[[2]](#footnote-2) instruction, (2) workforce preparation activities, and (3) workforce training are relevant to the career pathway and will occur simultaneously in order to ensure:
2. sufficient intensity and quality to improve students’ knowledge and skills in reading, writing, speaking, listening, mathematics, and civics.
3. occupationally relevant and current materials and activities are used in the workforce preparation and workforce training components of the program.
4. Elaborate on the *IET/IELCE Overview* including but not limited to a description of: (1) how the program will be carried out in collaboration with the local workforce development board; (2) employer and workforce training partners’ roles in the program design and/or delivery; and (3) the methods used in determining the student targets.
5. Describe how the program is designed to accelerate student outcomes, including academic as well and workforce training/preparation outcomes. Provide a detailed weekly schedule that includes the program start and end dates for each student cohort. (See sample schedule below).
6. Describe how ESOL instructors, workforce training instructors, and advisors/support personnel will collaborate and function cooperatively throughout the program to support the target student outcomes.

**ADULT BASIC EDUCATION & LITERACY INSTRUCTION (20 points)**

1. Provide evidence that English language instruction is aligned with the [state’s content standards](http://www.doe.mass.edu/acls/frameworks/frameworks.html) (e.g., a sample instructional activities or a sample lesson plan). In addition, describe how the ESOL curriculum was contextualized for the career pathway and tailored to meet the needs of ESOL learners.
2. Describe how the contextualized ESOL component of the program was developed or modified through collaboration and consultation between ESOL teachers, workforce training instructors, subject matter experts, and/or employer(s) to meet the needs of adult ESOL learners.
3. Provide examples of strategies to accelerate academic outcomes and prepare ESOL students for success in postsecondary education and/or employment.
4. Describe the civics education component including a description of when and how individual rights and responsibilities, civic participation, forms of government, and other civics topics will be taught.

**WORKFORCE PREPARATION (12 pts)**

1. Provide examples of activities designed to help students acquire a combination of occupation-specific basic skills (i.e., academic, critical thinking, digital literacy) that are essential to success on the job[[3]](#footnote-3).
2. Provide an example of at least one activity designed to develop the *self-management skills* that students will need for successful transition to postsecondary education/training and/or employment (e.g., utilizing resources and information, working with others, understanding systems, occupationally relevant personal social skills) upon completion of the program.
3. Provide an example of at least one career development activity designed to help students set short and long-term goals specific to the career pathway.

**WORKFORCE/OCCUPATIONAL TRAINING (20 points)**

1. Describe how the workplace training component has been customized to meet the needs of ESOL learners.
2. Briefly summarize the training topics that will be covered.
3. Provide a sample integrated lesson plan[[4]](#footnote-4) with an example of a hands-on activity.
4. Describe the occupationally relevant instructional materials that will be used in the program.

**ADVISING AND SUPPORT SERVICES (12 pts)**

1. Describe how the program will deliver effective and equitable advising and support services tailored to meet students’ needs and help them to achieve the target outcomes shown in the IET/IELCE Overview.
2. Describe proactive and ongoing support strategies designed to mitigate barriers to program completion and success and foster persistence, including but not limited to supporting or referring individuals to state or federal resources such as SNAP+ or child care benefits programs.
3. Describe how career advisors/counselors will recruit, guide, and support students with their short and long-term goal setting specific to the career pathway.

**CAPACITY & COMMITMENT TO SUCCEED (12 PTS)**

1. Describe the agency’s capacity to deliver the program as described, including but not limited to experience and qualificati0ns, support and professional development, and a learning environment that is safe, accessible, and suitable for the program as designed.
2. Describe the agency’s commitment to meeting the target outcomes shown in the *IET/IELCE Overview* including but not limited to plans for routine analyses and monitoring of program and student outcomes.
3. Describe how teachers, advisors, partners, and students will be involved in program evaluation and monitoring for the purpose of meeting target outcomes.

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

Applicants must respond to all narrative response prompts. The narrative response may not exceed ten 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.

**PROGRAM DESIGN (20 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **IET program title** | **associated career pathway** | [**Workforce area**](https://www.mass.gov/service-details/local-plan-packages-by-area) | **number of students to be served** |
| *e.g., facilities management* | *Hotel* | *Berkshire* | *2 cohorts of 10/20 total* |

1. Describe the overall scope of the program in a manner that demonstrates that the learning objectives of the (1) adult basic education instruction (at the pre-ASE[[5]](#footnote-5) and/or ASE level) and (2) workforce preparation activities, and (3) workforce training are relevant to the career pathway and will occur simultaneously in order to ensure:
2. Sufficient intensity and quality so that students earn a high school credential (HiSET or GED) or document significant academic gains (via MAPT or TABE).
3. occupationally relevant and current materials and activities are used in the workforce preparation and workforce training components of the program.
4. Elaborate on the *IET/IELCE Overview* including but not limited to a description of: (1) how the program will be carried out in collaboration with the local workforce development board; (2) employer and workforce training partners’ roles in the program design and/or delivery; and (3) the methods used in determining the student targets.
5. Describe how the program is designed to accelerate student outcomes, including academic as well and workforce training/preparation outcomes. Provide a detailed weekly schedule that includes the program start and end dates for each student cohort. (See sample schedule below).
6. Describe how ABE instructors, workforce training instructors, and advisors/support personnel will collaborate and function cooperatively throughout the program to support the target student outcomes.

**ADULT BASIC EDUCATION (ABE) INSTRUCTION (20 points)**

1. Provide evidence that ABE instruction is aligned with the [state’s content standards](http://www.doe.mass.edu/acls/frameworks/frameworks.html) (e.g., a sample instructional activities or a sample lesson plan).
2. Describe how the academic component of the program was contextualized for the career pathway and tailored to meet the needs of Pre-ASE/ASE learners.
3. Describe how the contextualized ABE component of the program was developed or modified through collaboration and consultation between ABE teachers, workforce training instructors, subject matter experts, and/or employer(s).
4. Provide examples of strategies to accelerate academic outcomes, earn a high school credential, and success in postsecondary education and/or employment.

**WORKFORCE PREPARATION (12 pts)**

1. Provide examples of activities designed to help students acquire a combination of industry-specific basic skills (i.e., academic, critical thinking, digital literacy) that are essential to success on the job[[6]](#footnote-6).
2. Provide an example of at least one activity designed to develop the *self-management skills* that students will need for successful transition to postsecondary education/training and/or employment (e.g., utilizing resources and information, working with others, understanding systems, occupationally relevant personal social skills) upon completion of the program.
3. Provide an example of at least one career development activity designed to help students with short and long-term goal setting specific to the career pathway.

**WORKFORCE/OCCUPATIONAL TRAINING (20 points)**

1. Describe how the occupational skills training component has been customized to meet the needs of ABE learners.
2. Briefly summarize the essential training topics that will be covered.
3. Provide a sample integrated lesson plan[[7]](#footnote-7) with an example of a hands-on activity.
4. Describe the occupationally relevant instructional materials that will be used in the program.

**ADVISING AND SUPPORT SERVICES (12 pts)**

1. Describe how the program will deliver effective and equitable advising and support services that are tailored to meet students’ needs and help them to achieve the target outcomes shown in the *IET/IELCE* *Overview*.
2. Describe proactive and ongoing support strategies designed to mitigate barriers to success and foster persistence, including but not limited to supporting or referring individuals to state or federal resources such as SNAP+ or child care benefits programs.
3. Describe how career advisors/counselors will recruit, guide, and support students with short and long-term goal setting specific to the career pathway.

**CAPACITY & COMMITMENT TO SUCCEED (12 PTS)**

1. Describe the agency’s capacity to deliver the program as described, including but not limited to experience and qualificati0ns, support and professional development, and a learning environment that is safe, accessible, and suitable for the program as designed.
2. Describe the agency’s commitment to meeting the target outcomes shown in the *IET/IELCE Overview* including but not limited to plans for routine analyses and monitoring of student progress.
3. Describe how teachers, advisors, partners, and students will be involved in program evaluation and monitoring for the purpose of meeting target outcomes.

**SAMPLE SCHEDULE (ADVANCED MANUFACTURING)**

***Cohort 1*** *begins 7/1; ends 10/30* ***Cohort 2*** *11/15 -3/15* ***Cohort 3*** *3/30-6/30*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| 9:00 AM – 11:00 AM | Contextualized ESOL (or ELA) | Contextualized Math | Contextualized ESOL (or ELA) | 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 |

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

1. i.e., occupations with a *4 or 5 Star Demand Ranking* as shown in the [local plan](https://www.mass.gov/workforce-board-local-plan-packages) (i.e. the highest-demand, highest-wage jobs in Massachusetts, based on short-term employment projections (2017), long-term employment projections (2024), current available openings from Help Wanted Online, and median regional wage.) [↑](#footnote-ref-1)
2. An educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. Civics education classes introduce students to civics-related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. (Note: Civics education is a required component of English for Speakers of Other Languages (ESOL) and Integrated English Language and Civics Education (IELCE) services.) [↑](#footnote-ref-2)
3. *The Vocational Technical Education Frameworks* may be a useful resource <http://www.doe.mass.edu/cte/frameworks>. [↑](#footnote-ref-3)
4. The lesson should demonstrate academic and technical integration. [↑](#footnote-ref-4)
5. Pre-Adult Secondary Education (GL 4-8) Adult Secondary Education (GL 9-12) [↑](#footnote-ref-5)
6. *The Vocational Technical Education Frameworks* may be a useful resource <http://www.doe.mass.edu/cte/frameworks>. [↑](#footnote-ref-6)
7. The lesson should demonstrate academic integration. [↑](#footnote-ref-7)