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| **Name of Grant Program:** FY2024-FY2028 Multi-Year Open and Competitive Requests for Proposals (RFPs) for Adult Education in Correctional Institutions Program Services  | **Fund Code:** 285/563 |

**Part V – AECI PROGRAM INFORMATION** (100 pts)

Applicants must submit all required forms and respond to all questions. The responses to the ten narrative prompts may not exceed 25 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 font, with one-inch margins on all sides.

**Pages that exceed the above page limits will NOT be reviewed.** Required forms, the executive summary, appendices, and budget workbook are NOT included in these page limits.

Data and information provided in required documents, or in documents uploaded in one section, may also be referenced for consideration in another section. Each narrative section will be scored using the Scoring Rubric.

**NOTE:** As required by WIOA, local workforce development boards will review the responses provided for: 1.) **Program Design**, 2.) **Equitable Access**, and 3.) **Career Pathways Collaborations** for alignment with the local plan using the **Local Plan Alignment** **Form** found under Additional Information. Agencies that propose statewide (e.g., DOC) services will be reviewed by state staff at the MassHire Department of Career Services.

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| **Scoring Summary (Total Points 100)** |
| 1. **Program Design** (10 pts)
2. **Equitable Access** (10 pts)
3. **Career Pathways Collaborations** (5 pts)
4. **Curriculum** (10 pts)
5. **Instruction and Assessment** (15 pts)
 | 1. **Student Progress** (15 pts)
2. **Advising and Student Support Services** (10 pts)
3. **Organizational Support** (10 pts)
4. **Educational Leadership** (10 pts)
5. **Fiscal and Data Accountability** (5 pts)
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1. **Program Design (10 points)**

*MA Indicator of Program Quality 1 and WIOA Considerations 1,5,6,7, 11, and 13*

Review “Chapter 1: Indicator 1: Program Design” in the [FY24-FY28 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions](https://www.doe.mass.edu/acls/abeprogram/default.html).

## Complete the class/service plan (Appendix A) and the Part II Budget Workbook.

## Describe in detail the proposed services, provide rationale for the various components, and justify the cost per participant. Response should:

* Provide the average number of justice-involved individuals in your facility (sentenced and pretrial), community correctional program, or under correctional supervision (parole or probation) in the community. Describe the target population and propose the average number of participants (as defined in the FY24 Policy Manual) to be enrolled in instructional programming each month (average monthly enrollment).
* Clearly identify in the service plan and in this response the proposed direct service activities for which you are applying for funds and those activities supported by other funding sources.
* Describe how the overall proposed services (the direct service activities for which you are applying for funds and those activities supported by other funding sources) provide the intensity, flexibility, quality, and rigor needed to ensure that all students—particularly those eligible individuals who have low levels of literacy skills, those who are English learners, and those who are individuals with disabilities—persist and achieve measurable skills gains.
* Describe the proposed instructional activities for justice-involved individuals who are not incarcerated (e.g., community program, parole, probation, alternative sentencing).
* How will the proposed services impact historically marginalized[[1]](#endnote-2) students?
* If applicable, identify subgrantees providing direct services and describe the opportunities and value that they add.
1. **Equitable Access (10 points)**

*MA Indicator of Program Quality #2 and WIOA Consideration #2*

* 1. Describe student recruitment, outreach, and how the program will create a welcoming environment to all students, including diverse populations (e.g., women, protected custody, pretrial detainees). (5 points)
	2. Provide an analysis of your current qualitative and quantitative data using a diversity, equity, and inclusion lens (including, but not limited to, gender identity, sexual orientation, race, color, national origin, religion, disability, and age) and describe how the program will address any exposed disparities in students’ educational experiences and outcomes. (5 points)
* In Appendix B (GEPA statement) describe how the agency/organization will ensure equitable access to services and participation of adult learners, teachers, and other beneficiaries with special needs in the program year 2024-2025. For details, refer to the [federal GEPA guidance](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf). This document can be an official statement from the parent organization or fiscal agent.
1. **Career Pathways Collaboration (5 points)**

*MA Indicator of Program Quality 3 and WIOA Considerations 4 and 10*

Describe and provide examples of the coordination between adult education services and vocational and higher education within the facility. Provide examples of adult education students successfully transitioning to postsecondary education or training within the facility or after release. (5 points)

1. **Curriculum (10 points)**

*MA Indicator of Program Quality 4 and* [*WIOA Considerations 1, 2, and 8*](https://www.doe.mass.edu/acls/accountability/program-quality/considerations.html)

* 1. Identify staff responsible for curriculum quality, alignment, and implementation, and describe how the program ensures that the curriculum is:
	+ Aligned to the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) and/or the [MA ELPS](https://www.doe.mass.edu/acls/frameworks/elps.pdf) for all content areas and levels
* Vertically and horizontally aligned to ensure instructional coherence
* Informed by data
* Informed by student choice and voice
* Informed by students’ life experiences and prior knowledge
* Implemented by teaching staff at all levels (5 points)
	1. Describe how the program’s curriculum is contextualized to adult learners’ needs and strengths, reflective of diverse cultures and perspectives[[2]](#endnote-3), and responsive to the needs of all learners, particularly to the needs of (where applicable):
* English learners in ABE classes
* Students with learning differences
* Students with limited or interrupted formal education
* Describe how the curriculum impacts historically marginalizedi students (5 points)
1. **Instruction and Assessment (15 points)**

*MA Indicator of Program Quality 5 and* [*WIOA Considerations 1, 2, 5, 6, 7, 8*](https://www.doe.mass.edu/acls/accountability/program-quality/considerations.html)

* 1. Describe how the program incorporates research- and evidence-based practices (including but not limited to [evidence-based reading instruction](https://www.doe.mass.edu/acls/rfp/star.html), second language acquisition, mathematical practices, culturally responsive and sustaining teaching) into instruction to ensure all students are able to access rigorous content and achieve substantial learning gains. Identify staff responsible for ensuring rigorous instruction in the program. Describe how the program:
* Contextualizes instruction and incorporates workforce preparation activities to prepare students for postsecondary education, training, and family sustaining employment
* Incorporates civics education to equip students with the knowledge and skills necessary to effectively participate in democratic life
* Identifies and supports students with learning differences
* Employs instructional strategies that will advance diversity, equity, and inclusion, particularly racial equity (5 points)
	1. Describe how technology will be used to augment or extend instruction beyond the classroom. Provide specific examples of how the use of technology will address any institutional or structural barriers that limit access to education. (5 points)
	2. Identify staff responsible for overseeing assessment and describe how the program engages all relevant stakeholders to ensure a comprehensive assessment system and how it uses assessment data to:
* Inform curriculum development and instructional planning
* Measure student growth, adjust instruction, and provide individualized supports
* discuss progress and develop next steps with students
* Increase teacher effectiveness and collaboration (5 points)
1. **Student Progress– Past Effectiveness (15 points)**

*MA Indicator of Program Quality 6 and WIOA Consideration 3*

All points for this prompt are based on the data submitted in Part III, Adult Education Data workbook.

Compete the workbook. Then copy and paste **6. Student Progress– Quantitative Past Effectiveness** table as your response to this prompt.

All partners in a consortium must complete their own workbook. The lead agency or organization will then copy and paste the table into the section of the narrative. Then average the total points.

Finally, submit the completed Adult Education Data workbook for review as Part III. Lead members of consortia must submit workbooks for all partners.

1. **Advising and Student Support Services (10 points)**

*MA Indicator of Program Quality 7 and WIOA Considerations 10 and 11*

* 1. Describe how the agency will deliver effective and equitable advising. (5 points)
	2. Describe how the proposed program supports transition to re-entry initiatives and other post-release services with the goal of reducing recidivism as allowed by 34 C.F.R. §463.63. (5 points)
1. **Organizational Support (10 points)**

*MA Indicator of Program Quality 8 and WIOA Consideration 9*

* 1. Describe the supports provided by the parent organization of the AE program as it relates to diversity (staffing policies/practices), equity (hiring, compensation, etc.) and inclusion (staffing policies/practices). (5 points)
* Describe how the adult education program fits into the agency’s overall structure and in Appendix D provide the agency’s organizational chart.
* Describe diversity among current adult education staff. Attach current key adult education program staff resumes (staff with supervisory responsibilities and staff with critical program roles (e.g., director, coordinator, assessment specialist, lead instructors, advisors) and job descriptions in Appendix E.
	1. Federal ([2 CFR 200.306(b)](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/section-200.306#p-200.306(b))) and state funds are not intended to support all the costs associated with carrying out all grant activities. Therefore, DESE requires grantees to contribute at least 20% monetary (non-federal, non-state dollars used to provide adult education and literacy activities) and/or in-kind match (e.g., Infrastructure, facilities, and utilities costs). (5 points)
* Describe the parent agency’s commitment to supporting the adult education program, including but not limited to the commitments outlined in the match budget narrative. Provide the revenue sources in place to sustain this support.
1. **Educational Leadership (10 points)**

*MA Indicator of Program Quality 9 and WIOA Consideration 9*

* 1. Identify program leaders and their roles. Describe how the leadership will use [the adult education professional standards](https://www.doe.mass.edu/acls/edueffectiveness/) to ensure teacher effectiveness. Identify staff responsible for classroom observations and describe the process to ensure regular classroom observations and teacher’s continuous learning to improve their professional practices. (5 points)
		+ Submit one completed ESOL teacher observation tool and one completed ABE/ASE teacher observation tool (as applicable) as Appendix F (exclude any personally identifiable information from the form).
		+ Address with examples how the leadership supports professional growth for all staff. Be specific as to what professional development opportunities staff participated in the past that resulted in improved practices and/or student outcomes. Describe how future professional development opportunities will be supported and available to all staff.
	2. Describe how the leadership will engage staff and students in a continuous improvement planning process informed by program data so that it leads to improved student outcomes. Provide examples of past activities and future goals for program improvement. (5 points)
1. **Fiscal and Data Accountability (5 points)**

*MA Indicator of Program Quality 10 and WIOA Consideration 12*

Organizations that accept funds (i.e., a contract, a grant) from DESE are accountable for spending public funds appropriately, maintaining sound stable financial conditions, and operating in a financially responsible and transparent manner with data integrity.

Describe your agency’s data management processes to collect, maintain, and report student data and outcomes. Complete responses will address or respond to the following:

* Identify the staff responsible for collecting and entering data before, during, and after enrollment. The staff and hours should be identifiable in the budget narrative.
* Who trains and supervises these staff? Who provides oversight and ensures that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements? Are these staff and hours in the proposed budget? Where?
* How does the program use reported data to monitor performance (participant enrollments and outcomes)?
* In Appendix G, Fiscal Overview, provide an overview of the agency’s financial support to the AE program.

*NOTE: DESE reserves the right to evaluate applicants through a site visit prior to issuing a Grant Award Notification.*

1. historically marginalized include, but are not limited to, our students who are black, indigenous, and people of color (BIPOC), multilingual, living in poverty, have disabilities, and are LGBTQ. [↑](#endnote-ref-2)
2. Diversifying curriculum means diversity in authors and content. [↑](#endnote-ref-3)