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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 INFORMATIONfor thePROGRAM SUPPORT PD CENTER |

# INSTRUCTIONS FOR THE NARRATIVE RESPONSE

The narrative response for this PD center may not exceed 30 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 Program Support 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.

Note that percentages provided for each PD program content area indicate an approximate, recommended amount of time and emphasis for each of the proposed PD program areas.

**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

PD Program Content – Program Management and Educational Leadership (25%)

* in consultation with ACLS, provide PD and TA to AE programs, directors, and other program leaders in the following areas:
* continuous improvement planning that involves all stakeholders, including students, and incorporates stakeholder feedback, reflections, and recommendations for program improvement;
* collecting, analyzing, and effectively using a variety of program and regional data to inform decisions about program planning and evaluation in order to improve student outcomes;
* using student and program performance data to inform teacher understanding of teachers’ own performance and identify relevant PD tied to individual teacher needs, program needs, and student outcome data; and
* support for managers of volunteer tutoring program components;
* assist programs in using the ACLS EGE cycle as follows:
* support directors with the implementation of the EGE cycle;
* promote practitioner use of the online training tutorials focused on the 5-step EGE cycle[[1]](#footnote-1) ; and
* revise the training tutorials as needed, in consultation with ACLS;
* keep current with ESE policies related to performance accountability and data management in order to support programs with implementation of these policies;

PD Program Content – Career Pathways (20%)

* work with ACLS to provide guidance and TA to programs regarding the design and implementation of effective career pathways and workforce initiatives including Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), and Workplace Education (WE) in such areas as:

* strengthening collaborations with local workforce development boards, WIOA core program partners (e.g., Dept. of Career Services/One Stop Career Centers, Massachusetts Rehabilitation Commission, Massachusetts Commission for the Blind), and additional WIOA partners (e.g., Department of Transitional Assistance, Department of Unemployment Assurance, higher education, and employers);
* sharing promising IET and IELCE models and building capacity in the system to implement these models;
* identification of on-ramps to high growth, high demand local sectors such as manufacturing, healthcare, and construction;
* linking career awareness, career exploration, and workforce preparation activities to local employment needs; and
* determining the PD needs of WE programs and providing responsive PD and TA accordingly (e.g., effective planning and evaluation teams, using authentic workplace materials, engaging in a WE community of practice);
* provide career pathways content support (e.g., career awareness, career exploration, workforce preparation) to the C&I PD centers for contextualized curriculum PD to be delivered by the C&I PD centers;
* collaborate as needed with the ESOL C&I PD Center to provide PD and TA that supports programs in IELCE program development;
* develop and deliver new PD offerings as needed, and share research and other resources related to career pathways;

PD Program Content – Digital Literacy (20%)

* Under the direction of the Department, provide leadership in promoting digital literacy, including distance learning[[2]](#footnote-2), and providing digital literacy PD and TA throughout the network of funded programs and the PD system:
* provide guidance to the C&I PD centers in effectively integrating 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 explicit guidance for using adaptive technologies in order to address the needs of adults with learning disabilities and learning difficulties;
* assess the digital skills and abilities of practitioners; use assessment results to determine what technology support is needed above and beyond the work of the C&I PD Centers;
* based on assessment results, provide general technology support to practitioners and programs, enabling them to use technology for their own professional purposes (e.g., for participating in PD, networking, and communities of practice) and to assist students in acquiring the technology knowledge and skills necessary for achieving college and career readiness;
* research digital literacy tools and products and, in consultation with ACLS, select and compile relevant tools and products into a virtual resource toolkit/collection for practitioners to be placed on the SABES website and updated regularly;
* in consultation with ACLS, identify, pilot, and promote software and adaptive technologies that will help practitioners access and utilize effective instructional and program management tools;
* work with ACLS to identify and procure digital software products and licenses for instructional purposes; additional funds may be available for procuring these products and licenses;
* participate in webinars, conferences, and other digital literacy-related events, and keep current with latest resources and promising practices, to stay abreast of cutting edge uses of software and technology in education;
* maintain, update, and provide access to self-paced, online distance learning courses that prepare program staff to support students using digital tools for online learning (e.g., *Introduction to Teaching Adult Basic Education Students Online* course*, Pathways of Persistence and Providing Effective Screening* course);

PD Program Content – Advising (15%)

* develop, revise, and deliver PD offerings, such as the previously developed Art of Advising course[[3]](#footnote-3),to support advisors;
* build the capacity of advisors and programs to assist students in actively pursuing options for postsecondary education, training, and employment based on informed decisions;
* assist programs in identifying barriers to student participation and making effective student referrals to outside social service agencies;
* integrate into PD offerings explicit strategies for helping advisors effectively work with and support adults with learning disabilities and learning difficulties, including a focus on the use of adaptive technology;
* ensure that the content and delivery of PD and TA include a focus on the effective use of technology to support students’ education and career goals;

PD Program Content – Professional Licensure Support [[4]](#footnote-4) (10%)

* with guidance from ACLS, post and maintain the online licensure preparation course focused on the application process, portfolio development, and teaching demonstration;
* promote practitioner use of the licensure preparation course;

* support teachers in how to demonstrate their proficiency in the licensure standards;

PD Program Content – Cultural Competence (5%)

* provide guidance to the C&I PD centers regarding integrating diversity, inclusion, and cultural competence into the delivery and content of PD (e.g., as a part of promoting effective teaching, recognizing bias in curriculum and instruction materials);
* promote and integrate diversity, inclusion, and the principles of cultural competence throughout the work of the PD center (e.g., as part of promoting effective advising, in developing culturally competent AE programs);

PD Program Content – ADA Resources and Training (5%)

* make relevant online resources and information accessible to AE programs (e.g., via webinars), on such topics as: complaint based enforcement of the law system, programmatic considerations for serving students with learning disabilities and students not making progress, problem solving regarding making reasonable accommodations;
* conduct annual training for ADA Coordinators on the role of the ADA Coordinator;
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, and coaching;
* support practitioner 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); identify exemplary, advanced practitioners who are interested in being trained and hired as educational leaders to provide PD and coaching for other practitioners;
* 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 C&I PD centers, 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:**
* maintain an engaging and informative PD center webpage as part of the PD system website; remain current with the most relevant resources including research and promising practices, 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);
* 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 credentials and expertise such as:**
2. Credentials
* bachelor’s degree in education or a related area, with a relevant master’s degree preferred;
1. Expertise
* strong knowledge and experience related to the content areas of career pathways, digital literacy, education and career advising, and AE program management and educational leadership (e.g., continuous improvement planning, data analysis and use, volunteer tutor management);
* knowledge of and/or experience with the EGE cycle, Massachusetts professional licensure for AE teachers, integration of cultural competence into programming and practice, ADA referral and training, and addressing the needs of all learners including special populations such as youth, parents, and incarcerated individuals;
* three or more years of experience developing and delivering PD and providing support in the PD program content areas identified for this PD center; and
* two or more years of experience facilitating online PD.
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 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 management, organizational, and supervision skills, preferably in a professional development and/or adult education context;
* 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 page that 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. The five steps of the EGE cycle are: self-assessment; analysis, goal setting, and plan development; implementation of the plan; formative assessment; and summative evaluation. [↑](#footnote-ref-1)
2. The term “distance learning” refers to an instructional approach where students and instructors are separated by geography, time or both for the majority of the instructional cycle. Instructional materials are delivered through web-based programs, computer software, and other online technologies. Teachers support distance learning (DL) students through communication by phone, email, texting or other technologies, and software. For more information on DL, see [ACLS Distance Learning](http://www.doe.mass.edu/acls/dl/). [↑](#footnote-ref-2)
3. The Art of Advising is a 10-hour course that provides an orientation to advisors on the role of advising, education and career planning, and student persistence. Beginning in FY19, practitioners will no longer be required to participate in the Art of Advising 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. For more information about Adult (Basic) Education professional licensure (e.g., types of licenses, requirements, application forms and support materials, guidelines, laws and regulations), visit the [ESE Office of Educator Licensure](http://www.doe.mass.edu/licensure/). [↑](#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)