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| Part III - REQUIRED PROGRAM INFORMATION |

Applicants must submit all required forms and respond to all narrative response prompts. The narrative response for the basic grant application may not exceed 40 pages; IET/IELCE may not exceed 20; Outstationing may not exceed 5. 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 1” margins on all sides.

**IMPORTANT:** **Pages that exceed the above page limits will NOT be reviewed.** Required forms and the class plan/budget workbook are NOT included in these page limits.

**NOTE**: Words and phrases in italics are defined in the **Adult Education Glossary** found in link provided under [**Resources and Information**](http://www.doe.mass.edu/acls/rfp/)**.**

## NARRATIVE for CALC and AECI applicants

The ten narrative sections that follow have a total value of **185 points**. The class plan/budget workbook is worth **20 points**.

**IMPORTANT!** **For each narrative section, the score will be based ONLY on the response provided for that section.** Relevant narrative provided in other sections will NOT be considered. However, data and information provided in required documents, or in documents uploaded as evidence in one section, may be referenced for consideration in another section.

**NOTE:** *Local workforce development boards* will review the responses provided for: 1.) **Program Design**, 2.) **Access and Equity**, and 3.) **Career Pathways Collaboration** for alignment with *local plan packages* using the **Local Plan Alignment** **Form** found under [**Additional Information**](http://www.doe.mass.edu/grants/2019/ABE/)**.**

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| **Scoring Summary** | |
| * Program Design (**25**) | * Advising/Student Support Services (**15**) |
| * Access and Equity (**15**) | * Organizational Support (**30**) |
| * Career Pathways Collaboration (**20**) | * Educational Leadership (**20**) |
| * Curriculum & Instruction (**20**) | * Professional Culture (**10**) |
| * Student Success (**15**) | * Fiscal and Data (**15**) |
| Class Plan/Budget Workbook (**20**) | |

1. **PROGRAM DESIGN[[1]](#footnote-1) (25 points)**

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

**NOTE**: With the exception of AE providers whose primary mission is to serve homeless populations, an applicant’s proposed CALC and AECI program design must demonstrate a commitment to serving a minimum of 50 students on an ongoing basis[[2]](#footnote-2). The narrative response for programs designed to serve fewer than 50 homeless students on an ongoing basis should include a waiver request with a justification for the request.

**Describe the overall program design in a manner that demonstrates an *innovative* and coordinated approach to adult education (AE) service delivery (ABE and/or ESOL) with sufficient *intensity*[[3]](#footnote-3) to improve and accelerate outcomes for *individuals most in need of adult education services.***

**The state will consider the extent to which the response provides evidence of:**

1. [*innovation*](#innovation) in program design to advance and accelerate the academic achievement of out-of-school youth and adult learners to the level required for success in postsecondary education/training or employment.
2. a rationale for the overall proposed program design explaining how specific program design components, including but not limited to *intensity*, are intended to advance and accelerate student outcomes. (See the optional Program Design Worksheet provided in [**Resource and Information**](http://www.doe.mass.edu/acls/rfp/)**.**)
3. alignment between the agency and/or program mission and the adult education services proposed.
4. justification for the program design metrics (e.g., class size, frequency, duration, cost) shown in the class plan/budget workbook specific to the proposed AE services (ABE/ESOL). **NOTE:** If the cost per annualized active seat exceeds the allowable threshold[[4]](#footnote-4), provide compelling justification (e.g., variables such as populations to be served, expected outcomes) that warrants the higher level of state investment.
5. planned coordination of AE service delivery with internal and/or external partners.

AECI **ONLY**

For AECI applicants, evidence of 1e. should include grants from Title I, Part D of the ESEA[[5]](#footnote-5) and/or Perkins IV Correctional Institutions, and/or special education services provided through the Office of Special Education in Institutional Settings, as applicable.

1. **ACCESS AND EQUITY (15 points)**

**MA Indicator of Program Quality 2 and WIOA Consideration 2 and 13**

**Describe how the adult education program will respond to the educational needs identified in the *local plan package* and will serve *individuals most in need of adult education services* (ABE and/or ESOL), including individuals with disabilities.**

**The state will consider the extent to which the response provides evidence of:**

1. staff expertise and commitment to provide individuals with disabilities with equal access to all educational services.
2. formal agreements[[6]](#footnote-6) with local area partners to facilitate equitable access to services for *individuals most in need of services*, including but not limited to, methods for prioritizing sub-populations, serving *shared customers,* and assisting with referrals to outside agencies and non-ESE funded services, within the agency and/or community.
3. proposed locations, schedules, and/or delivery methods for services tailored to meet the needs of out-of-school youth and adult learners.

For AECI applicants, evidence of 2b. should demonstrate support for AE students upon release as “sequential (vs. co-enrolled) *shared customers”* and as a *priority population* (i.e., re-entry populations) in accessing non-ESE funded services including assisting with referrals. Evidence of 2c. should demonstrate innovation in location choices, schedules, and/or delivery methods to: (1.) overcome institutional barriers that limit access for out-of-school youth and adults (including pre-trial detainees and youth eligible for special education services) to education services, and (2.) ensure sufficient intensity for *measureable skills gains* during incarceration periods less than six months in duration.

AECI **ONLY**

1. **CAREER PATHWAYS COLLABORATION (20 points)**

**MA Indicator of Program Quality 3 and WIOA Consideration 4 and 11**

**Describe the role of the adult education (AE) program in *career pathways* development, carried out in collaboration with local area partners[[7]](#footnote-7), to create a seamless system of adult education and workforce preparation and training services in each local area. Complete and upload Appendix B, Partnership Overview.**

**The state will consider the extent to which the response provides evidence of:**

1. *collaboration* activities carried out with the partners identified in the required [Partnership Overview](#partnershipoverview) (and within the agency[[8]](#footnote-8) where applicable) to accelerate outcomes and increase career pathway options for out-of-school youth and adult learners (ABE and/or ESOL), and prioritize *shared customers* and *priority populations*. (NOTE: Evidence should include a dated list of existing *MOAs/MOUs*.)
2. integration of *workforce preparation activities* into the adult education curricula, informed through c*ollaboration* with partners.
3. integration of *career awareness and exploration activities* in the overall program design that focuses on postsecondary education options in preparation for priority occupations identified in the *local plan package*, that lead to family sustaining wages, multiple career pathway options, and employment opportunities.
4. up-to-date materials, tools, and resources[[9]](#footnote-9) that inform students about local career pathways opportunities[[10]](#footnote-10) and requirements, including potential advancement within and across career pathway occupations and industries.
5. **CURRICULUM AND INSTRUCTION (20 points)**

**MA Indicator of Program Quality 4 and WIOA Considerations 5, 6, 7, 8**

**Describe how the agency will implement rigorous, high quality, standards-based[[11]](#footnote-11) curricula, and instructional and assessment practices that: (1) set high expectations for all students, (2) are enhanced through the use of technology, (3) are informed by assessment results and rigorous research, and (4) provide learning in context to assist students in transitioning to and completing postsecondary education and training programs, and/or securing employment that leads to economic self-sufficiency.**

**The state will consider the extent to which the response provides evidence of:**

1. adult education curricula used in all classes aligned with the College and Career Readiness Standards for Adult Education (CCRSAE), and as appropriate, the Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages. (NOTE: If proposing *family literacy* classes, include evidence that the family literacy curriculum is aligned with the CCRSAE.)
2. curriculum, instruction, and assessment tailored to meet the needs of out-of-school youth and adult learners to accelerate student outcomes and support the transition and completion of postsecondary education/training, and/or employment leading to economic self-sufficiency.
3. educational leaders’ use of effective tools and methods to support and monitor teachers’ professional growth and development in order to implement standards-based curricula and research-based instructional and assessment practices that help students meet high expectations. (**NOTE**: evidence must include, but is not limited to, teaching the *Essential Components of Reading Instruction* in ABE classes and/or *civics education* in ESOL classes.)
4. teachers’ and educational leaders’ effective use of formative and summative assessment results, best practices derived from research[[12]](#footnote-12), and integrate *digital literacy* strategically to improve and accelerate student outcomes.
5. **STUDENT SUCCESS (15 points)**

**MA Indicator of Program Quality 5 and WIOA Consideration 3**

**Describe the agency’s past effectiveness in meeting or exceeding the adult education program’s expectations and/or performance targets including but not limited to: (1.) areas of strong past performance and the reasons for success and (2.) areas of weakness with strategies to improve in these areas.**

**The state will consider the extent to which the response provides evidence of:**

1. verifiable data demonstrating past effectiveness in ensuring student educational progress and transition to postsecondary education, training, and/or employment.
2. analysis of the data submitted in the required Past Performance Overview (Appendix A) including strategies for improving adult education and/or secondary education outcomes.
3. strategies for improving post-exit student outcomes.
4. **ADVISING AND STUDENT SUPPORT SERVICES (15 points)**

**MA Indicator of Program Quality 6 and WIOA Consideration 10 and 11**

**Describe how effective and equitable delivery of education and career advising and support services will be provided in *collaboration* with AE instructional staff and local area partners, to enable all students to reach the academic achievement levels required for educational and career advancement and/or advance their family literacy goals.**

**The state will consider the extent to which the response provides evidence that:**

1. student support services are provided to guide and support out-of-school youth and adult learners, at all levels, in (1.) meeting or exceeding the academic achievement level required for success in postsecondary education/training and or employment and (2.) making well-informed career decisions[[13]](#footnote-13). (**NOTE**: If family literacy support services are planned, provide evidence that they are intended to support family members’ participation in the educational development of their children.)
2. AE leadership and staff work together to plan and deliver innovative advising and support services to develop students’ self-efficacy and persistence within the AE program and beyond, including, but not limited to, early identification of barriers to program completion and tailored support to mitigate barriers.
3. AE leadership and staff collaborate and/or coordinate with the core partners identified in the Partnership Overview and facilitate access to community resources [[14]](#footnote-14) to assist out-of-school youth and adult learners in pursuing viable career pathways options (with priority given to shared customers).

For AECI applicants, evidence of 6b. & 6c. includes, but is not limited to, collaboration with internal support services and resources such as non-ESE funded re-entry and treatment programs, counseling, and vocational education programs.

AECI **ONLY**

1. **ORGANIZATIONAL SUPPORT (30 points)**

**MA Indicator of Program Quality 7 and WIOA Consideration 9**

**Describe how the agency will actively build and support the capacity of the adult education (AE) program during the four-year grant cycle and maintain quality working conditions essential to program success. Upload a copy of the agency’s current organizational chart.**

**The state will consider the extent to which the response provides evidence that:**

1. key organizational leaders[[15]](#footnote-15) have the skills and qualifications necessary to: (1) build and support continuous improvement of the AE program; (2) provide oversight and monitor progress; (3) manage public funds effectively and responsibly; and (4) establish and maintain broad and diverse connections with the communities that the program serves.
2. organizational leadership: (1) establishes minimum qualifications for key program positions that meet or exceed those established by the State[[16]](#footnote-16) ; (2) recruits and retains qualified staff (including specific strategies for recruiting and retaining effective teachers); and (3) establishes and maintains high standards for educational leaders. **NOTE**: Evidence of b.1 and 2 should be demonstrated, in part, in the budget workbook metrics.
3. the agency provides: (1) regionally competitive salaries, benefits, and opportunities for full-time employment; (2) working conditions that compensate program staff for all job-related duties; and (3) career growth opportunities that reward experience, education, and professional licensure.
4. the agency has a management and staffing plan for the proposed program that is viable and consistent with the program design, student enrollment plan, and budget, as described in other sections of the proposal.
5. the facilities and environmental conditions ensure compliance with all city, state, and federal safety requirements and support high-quality teaching, learning, and advising, including but not limited to: (1) physical and emotional safety; (2) accessibility in compliance with the Americans with Disabilities Act (ADA); and (3) access to quality resources and up-to-date technology. **(NOTE:** ESE reserves the right to evaluate applicants through a site visit prior to issuing a Grant Award Notification to verify evidence as submitted.)
6. the agency has a vision and can demonstrate capacity for the expansion of adult education services over the four-year grant cycle, should opportunity and additional resources become available.
7. **EDUCATIONAL LEADERSHIP (20 points)**

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

**Describe the individual and collective capacity of educational leaders to: (1) advance a vision of high expectations for both staff and students and (2) engage staff and students as stakeholders in a continuous improvement planning process that strives to improve student outcomes. Upload the job descriptions and/or resumes for all educational leaders in the AE program.[[17]](#footnote-17)**

**The state will consider the extent to which the response provides evidence that current educational leaders:**

1. have the qualifications and experience necessary to drive program improvement and ensure compliance with all grant requirements.
2. have clearly defined roles in: (1) building the capacity of staff through differentiated supervision, coaching, and evidence-based evaluation practices, and (2) professional development (PD) planning and evaluation.

will be guided by the program’s mission and quantitative and qualitative data (including input from staff and students) in their decision-making and continuous improvement planning.

use documented policies and procedures in conducting classroom observations, including but not limited to, a set schedule for observations and strategies for using observation results to improve professional practice and student outcomes.

1. **PROFESSIONAL CULTURE (10 points)**

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

**Describe how the program promotes a culture of high expectations for all staff through access to high-quality professional development with the goal of improving professional practice and student outcomes.**

**The state will consider the extent to which the response provides evidence of:**

1. a culture in which all staff use data, research, and feedback from students and colleagues to continuously reflect upon their professional practice and adapt as needed to improve student outcomes.
2. equitable access to high-quality professional development (as defined in the Massachusetts ABE Standards for Professional Development) with the goal of improving professional practice and student outcomes, as provided by the [System for Adult Basic Education Support](http://sabes.org/) and/or other comparable PD providers.
3. **FISCAL AND DATA ACCOUNTABILITY (20 points)**

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

**Describe the capacity of the agency to support the adult education (AE) program by maintaining a high-quality information management system and an accounting system that operate in a sound and publicly accountable manner. Complete and upload Appendix C, Fiscal Overview Chart.**

**The state will consider the extent to which the response provides evidence of:**

1. the agency’s capacity and commitment to support the AE program, as demonstrated in the required Fiscal Overview Chart, Appendix C.
2. policies and procedures to ensure compliance with all fiscal grant requirements including but not limited to accurate, consistent, and timely submission of budgets and amendments and continuous fiscal oversight.
3. policies and procedures to ensure compliance with all data management and reporting requirements including but not limited to accurate, consistent, and timely collection, maintenance, and reporting of program and student data.
4. dedicated staff with specific job duties, qualifications, and adequate time allocated for data and fiscal management.
5. **NARRATIVE FOR ADULT EDUCATION SERVICE OPTIONS[[18]](#footnote-18)**

Proposals for adult education service options will be evaluated and scored separately and will not count toward the points for the basic grant application above. **NOTE**: See Table 1 under Funding for IET/IELCE funding information.

**IMPORTANT**: Applicants proposing more than one IET/IELCE service option must submit a separate narrative response for each service option and complete the appropriate sheets in class plan/ budget workbook[[19]](#footnote-19).

**A. Integrated Education and Training/Integrated English Literacy and Civics Education**

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| --- |
| The **purpose of IET** is to accelerate participants’ educational and career advancement by providing *eligible individuals* with **pre-ASE and ASE** services offered concurrently and contextuallywith local area workforce preparation and training activities that result in students attaining one or more industry-recognized credentials required for **local area employment in high-demand industries.**  Priority will be given to proposals that demonstrate *innovation* in the design, delivery and evaluation of integrated adult education and workforce training models, consistent with WIOA Consideration 8, through: 1) partnerships between providers of adult education, career/vocational technical education, postsecondary education/training, and/or employers; (2) workforce development and/or private funding for the workforce training component of the program. |
|
| The **purpose of IELCE** is to accelerate participants’ educational and career advancement by providing *eligible individuals* with **ESOL services including civics education**, offered concurrently and contextually with local area workforce preparation and training activities that result in students attaining one or more industry-recognized credentials required for **local area employment in high-demand industries**.  Priority will be given to proposals that demonstrate *innovation* in the design, delivery and evaluation of integrated adult education and workforce training models, consistent with WIOA Considerations 8 and 13, through: 1) partnerships between providers of adult education, career/vocational technical education, postsecondary education/training, and/or employers; (2) workforce development and/or private funding for the workforce training component of the program. |

The five narrative sections that follow have a total value of **90 points**. Each section will be scored using the scoring rubric found under [**Resources and Information**](http://www.doe.mass.edu/acls/rfp/). The class plan and budget workbook is worth **10 points**.

**NOTE: the *local workforce development board* will review the entire IET/IELCE proposal for alignment with the *local plan package*.**

**IMPORTANT!** **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.**

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| **IET/IELCE**  **Scoring Summary** | |
| * Program Design (**20**) | * Student Success (**15**) |
| * Career Pathways Collaboration (**15**) | * Advising/Student Support Services (**15**) |
| * Curriculum & Instruction (**25**) |  |
| Class Plan/Budget Workbook (1**0**) | |

1. **PROGRAM DESIGN FOR IET/IELCE (20 points)**

**MA Indicator of Program Quality 1 WIOA Consideration 8 and 13**

**Describe how the program design will be carried out in collaboration with partners identified in the required Overview to accelerate employment outcomes for participants in high-demand industries that can lead to a family sustaining wage. Complete and upload Appendix D, IET/IELCE Overview.**

**The state will consider the extent to which the response provides evidence of:**

1. integrated adult education (including *civics education* for IELCE services) and *workforce training and preparation services* with sufficient *intensity* and duration to accelerate both academic and employment outcomes, including the attainment of one or more industry recognized credentials.
2. program design that demonstrates: (1) meaningful contributions from the occupational training partners and employers identified in the IET/IELCE Overview, (2) guidance and leadership of a qualified IET/IELCE coordinator, and (3) commitment to all students attaining one or more industry recognized credentials.
3. robust intake and assessment processes that: (1) evaluate students’ readiness and commitment to the occupation and industry and (2) communicate expectations for student success.
4. justification for the program design metrics (e.g., class size, frequency, duration) in the class plan/budget workbook[[20]](#footnote-20).

For AECI applicants, occupational training partners may include the agency’s vocational director and teachers. Evidence of 1d. must also include verification that students enrolled in IET are able to complete the proposed classes prior to release.

AECI **ONLY**

1. **CAREER PATHWAYS COLLABORATION FOR IET/IELCE (15 points)**

**MA Indicator of Program Quality 3 and WIOA Consideration 8**

**Describe how the agency has and will collaborate and coordinate with local area partners and employers in planning and supporting student success along the *career pathway* identified in the** [**IET/IELCE Overview**](#IETeligibilityoverview)**.**

**The state will consider the extent to which the response provides evidence of:**

1. workforce preparation activities, student support services, and occupational training (which may include work-based learning activities[[21]](#footnote-21)) that are aligned with the local plan package and planned in collaboration with the partners identified in the IET/IELCE Overview.
2. commitment from the partners identified in the IET/IELCE Overview to support student success, including letters of support and, where applicable, formal agreements such as articulation agreements and MOAs.
3. the use of up-to-date labor market information and resources by academic and technical educators, including advisors, to support students’ goal setting and success along the career pathway.

AECI **ONLY**

For AECI applicants serving students in state facilities, collaboration activities may be with partners at the state level.

1. **CURRICULUM AND INSTRUCTION FOR IET/IELCE (25 points)**

**MA Indicator of Program Quality 4 and WIOA Considerations 8 & 13**

**Describe how adult education services will be delivered** *concurrently* and *contextually***with *workforce training and preparation activities* by qualified staff.**

**The state will consider the extent to which the response provides evidence of:**

1. Curricula developed in collaboration and consultation with qualified academic and technical teachers, subject matter experts, and the employers identified in the IET/IELCE Overview, that is also informed by research.
2. a scope and sequence for the delivery of both academic (including *civics education* if proposing an IELCE model) and technical content, designed to accelerate student achievement in the target outcomes shown in the [IET/IELCE Overview](#IEToverview).
3. curricula and instruction delivered by qualified academic and technical teachers tailored to meet the needs of the student populations identified in the IET/IELCE Overview.
4. use of strategies to prepare students for success in postsecondary education and employment such as current artifacts and routines from higher education and industry (e.g., syllabi, email communication, self-directed study).
5. use of multiple assessment methods for monitoring student gains in technical knowledge and skills.
6. **STUDENT SUCCESS FOR IET/IELCE (15 points)**

**MA Indicator of Program Quality 5 and WIOA Considerations 3 and 8**

**Describe the agency’s capacity and commitment to achieve the target outcomes described in the** [**IET/IELCE Overview**](#IEToverview)**.**

**The state will consider the extent to which the response provides evidence of:**

1. program expectations that students progress and succeed along the career pathway following graduation from the program.
2. meaningful involvement of the partners identified in the IET/IELCE Overview in supporting students’ success in meeting target outcomes.
3. routine analysis and monitoring of student progress, conducted in consultation with teachers, advisors, partners, and students, to make just-in-time improvements.
4. **ADVISING AND STUDENT SUPPORT SERVICES FOR IET/IELCE (15 points)**

**MA Indicator of Program Quality 6 and WIOA Consideration 8 and 10**

**Describe how the AE program will deliver effective and equitable advising and support services, in *collaboration* with instructional staff, tailored to meet students’ needs and help them reach their goals.**

**The state will consider the extent to which the response provides evidence of:**

1. methods to develop staff expertise in transition counseling and knowledge about the industry and occupation(s) identified in the [IET/IELCE Overview](#IEToverview).
2. proactive support strategies designed to mitigate barriers to success and develop participants’ capacity for persistence and for meeting workplace expectations (e.g., timeliness, regular attendance, professionalism).
3. career development activities that support students with short and long-term goal setting specific to the career pathway, including but not limited to, connecting students to employment opportunities.

**B. OUTSTATIONING**

**OVERVIEW**

The Workforce Innovation and Opportunity Act (WIOA) requires core partners to collaborate and coordinate in the delivery of high-quality services to shared customers. In order to facilitate a two-way customer referral system between adult education (AE) programs and One-Stop Career Centers (OSCCs), ACLS will provide funds for outstationing services.

Outstationing is the practice of assigning an AE staff person (usually the career advisor) to an OSCC for a set number of hours each week. The AE staff person, or outstationed coordinator, acts as a liaison between AE programs in the local workforce area and the OSCC. **The primary role of the outstationed coordinator is to help current and potential AE students access services by assisting OSCC staff with intake, assessments, and referrals to local AE programs.** S/he may also plan and supervise AE class trips to OSCCs and make presentations about OSCC services to students in AE classes. It is expected that the outstationed staff person develop an in-depth knowledge of their local AE system, local OSCC services, and other WIOA core partner services. For more information, please review [ACLS’s Outstationing Policy](https://www.doe.mass.edu/acls/outstationing/).

**FUNDING ALLOCATIONS FOR OUTSTATIONING**

Funding allocations by local workforce area are below. Programs can propose total hours between 40 and 52 weeks of service. The amounts for Boston are based on estimated 35 hours per week at a rate of $25 an hour plus 30% fringe and include $250 per month for supplies, travel, supervision, and professional development. The amounts for the other 15 local workforce areas are based on 7 hours per week at a rate of $25 an hour plus 30% fringe and include $250 per month for supplies, travel, supervision, and professional development.

| **Local**  **Workforce Area** | **Approximate Allocation** | **Estimated**  **Total Hours** | **Special Instructions** |
| --- | --- | --- | --- |
| Berkshire | $15,000 | 364 | at least one day a month at North Adams affiliate |
| Boston | $60,300 | 1,820 | two days a week at both OSCCs |
| Bristol | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Brockton | $15,000 | 364 | none |
| Cape Cod and Islands | $15,000 | 364 | at least one day a month at Falmouth affiliate |
| Central Massachusetts | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Franklin/Hampshire | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Greater Lowell | $15,000 | 364 | none |
| Greater New Bedford | $15,000 | 364 | none |
| Hampden County | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Lower Merrimack Valley | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Metro North | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| Metro South/West | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| North Central | $15,000 | 364 | a plan to staff one or more local areas OSCCs |
| North Shore | $15,000 | 364 | at least one day a month at Gloucester affiliate |
| Metro SouthWest | $15,000 | 364 | a plan to staff one or more local area OSCCs |
| **Total** | **$285,300** |  |  |

**Outstationing**

The three narrative sections that follow have a total value of **40 points**. Each section will be scored using the scoring rubric found under [**Resources and Information**](http://www.doe.mass.edu/acls/rfp/). The budget workbook is worth **10 points**.

**NOTE:** The local workforce development boards will review the entire Outstationing response for alignment with local plan packages.

**IMPORTANT!** **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.**

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| **Outstationing**  **Scoring Summary** |
| **Section I** (**10**) |
| **Section II** (**15**) |
| **Section III** (**15**) |
| **Budget Workbook** (1**0**) |

1. **Describe the outstationing services to be carried out through collaboration and coordination with the One-stop Career Center(s) (OSCC) and all adult education providers in the local area, including but not limited to: (a) a two-way referral system that supports student access of both OSCC and adult education services, (b) intake and assessment procedures for eligible shared customers, and (c) cross-training of adult education and WIOA partner staff.**

**The state will consider the extent to which the response provides evidence of:**

1. sufficient collaboration to ensure that eligible students have access to partner services within the local area.
2. robust intake, assessment, and referral processes designed to support student access to services.
3. strategies for cross-training WIOA partner staff.
4. **Describe how local OSCC services will be promoted among local area partners.**

**The state will consider the extent to which the response provides evidence of:**

1. strategies to promote adult education to WIOA partners, including program presentations and class informational trips.
2. strategies to promote and disseminate information about OSCC services to adult education programs.
3. **Describe how outstationing services will be supported, monitored, and evaluated over the course of the program year.**

**The state will consider the extent to which the response provides evidence that:**

1. outstationing staff will be integrated into the OSCC, ensuring that s/he is knowledgeable about OSCC and WIOA partner resources.
2. systems are established for tracking referrals and enrollments, and monitoring wait lists.
3. opportunities, systems, or strategies for partner feedback are in place.
4. there is organizational support of outstationed staff.

1. See optional program design worksheet under Resources. [↑](#footnote-ref-1)
2. Service on an ongoing basis refers to service availability during the typical academic year (September to June). If the proposed program design does not align with the academic calendar, provide rationale for the structure that includes how the design will benefit students and contribute to outcomes. Additional programming (e.g. during the summer) is encouraged and the minimum seat requirement will not apply to additional programming. [↑](#footnote-ref-2)
3. Evidence of “sufficient intensity” may be tied to past performance data and/or research or evidence-based practice from the field of adult education. [↑](#footnote-ref-3)
4. Refer to the Overview in the Class Plan and Budget Workbook [↑](#footnote-ref-4)
5. As amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 6421-6472). [↑](#footnote-ref-5)
6. e. g., MOUs/MOAs, policies, letters of support [↑](#footnote-ref-6)
7. For AECI applicants serving students in state facilities, collaboration activities may be with partners at the state level. [↑](#footnote-ref-7)
8. through intra-agency collaboration and coordination efforts [↑](#footnote-ref-8)
9. e.g., information about job training opportunities, community college programs, job fairs, relevant labor market information (LMI) [↑](#footnote-ref-9)
10. e.g., offered by local partners and, where applicable, within the agency [↑](#footnote-ref-10)
11. Aligned with the *College and Career Readiness Standards for Adult Education (CCRSAE).* [↑](#footnote-ref-11)
12. Ensure that the description includes citations from the most recent and rigorous educational research available. [↑](#footnote-ref-12)
13. e.g., development of critical thinking skills for evaluating postsecondary education program options and costs, institutions’ accreditation status, employers’ recognition of credentials [↑](#footnote-ref-13)
14. available education, training, and social service resources in the community (e.g., secondary schools, postsecondary educational institutions, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries) [↑](#footnote-ref-14)
15. as shown in the submitted organizational chart [↑](#footnote-ref-15)
16. Per the FY2019 Massachusetts Policies for Effective Adult Basic Education in Community Adult Learning Centers and Correctional Institutions [↑](#footnote-ref-16)
17. i.e., the adult education director and other educational leaders with responsibilities for oversight of adult education services. For incumbent positions, both job descriptions and resumes and should be provided. **NOTE**: Resumes should have addresses and phone numbers redacted. [↑](#footnote-ref-17)
18. **NOTE**: AECI applicants are not eligible for IELCE or Outstationing. [↑](#footnote-ref-18)
19. A class plan is not relevant for Outstationing. [↑](#footnote-ref-19)
20. The 50 seat minimum and cost per seat range do not apply to IET and IELCE proposed designs. [↑](#footnote-ref-20)
21. e.g., job shadowing, employer mentorship, internships [↑](#footnote-ref-21)