|  |  |
| --- | --- |
| **Name of Grant Program:** Adult Education Services | **Fund Code:** 345/674/304 |

Applicants must choose whether they apply under Option 1, Option 2, or Option 3. The eligible applicants currently receiving FY19-22 adult education services must choose between Option 1, 2, or 3. New applicants and programs currently receiving one year transitional funding ending in FY19 must apply only under Option 3.

**Select the adult education services you are applying for:**

|  |
| --- |
| **Adult Education Services Option 1, 2, and 3***Choose the option you are applying for and check all services being proposed in this application.*  |
| ** Option 1**: **Currently funded in region: expanding existing services at existing site(s).** Currently DESE funded Community Adult Learning Centers (CALC) or Adult Education in Correctional Institutions (AECI) proposing to expand services consistent with currently approved service type * ESOL Services
* ABE Services

** Option 2**: **Currently funded in region: proposing new services or new site(s) within region.** Currently DESE funded Community Adult Learning Centers (CALC) or Adult Education in Correctional Institutions (AECI) proposing to add a new site, or a new service type (ESOL or ABE), and/or innovative services different from currently approved services * ESOL Services
* ABE Services

** Option 3**: **Not currently funded in region or at all: new programs.** New applicants, or programs receiving DESE transitional funding ending in FY19, or DESE funded eligible applicants that would like to propose a new program outside the local workforce area where they are currently funded. * ESOL Services
* ABE Services
 |

**Adult Education Service Option 1**

**Option 1** is for currently funded eligible adult education programs that would like to add classes consistent with the currently approved service type (ESOL and/or ABE) and delivery method. For example, adding additional ESOL levels or ABE levels using curriculum and instructional methodologies proposed in FY19 open and competitive proposal. The agency must be currently funded for ESOL to offer additional ESOL classes or for ABE to offer additional ABE classes.

DESE will fund a minimum of one adult education class offering a minimum of 15 active seats (a minimum grant size of $34,500) and a maximum of a sequence of classes up to 100 active seats (a maximum grant size of $330,000). Only applicants eligible for FY20 increases based on meeting or exceeding their enrollment targets are eligible to apply. Refer to the list of eligible programs included in the eligibility section of the RFP.

In addition, eligible programs must demonstrate having an active waitlist[[1]](#footnote-1).

Applicants must submit all required forms and respond to all narrative questions in Part I and III. The narrative response of **Part I may not** exceed **2 pages** and **Part III may not exceed 2 pages for a total of 4 pages**. Applicants are required to provide page numbers on every page. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.

**IMPORTANT**:Each narrative section will be scored using the Scoring Rubric[[2]](#footnote-2).

**Scoring Summary:**

|  |
| --- |
| **Scoring Summary (50 points)** |
| * Part I: Program Data
	1. Program Eligibility and Past Effectiveness **(30)**
* Part II: Budget Workbook **(5)**
* Part III: Class Plan and Required Program Information
1. Access and Program Design **(15)**
 |

## Program Data (30pts)

The responses in question 1 have *a total point value of* ***30 points and may not exceed 2 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

**1. Program Eligibility and Past Effectiveness (30 points)**

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

1. Complete chart 1 in Appendix A to summarize past experience and effectiveness in providing adult education services. Data must be verifiable by data in LACES (FY19) and SMARTT (FY18, if available). All submitted data must be auditable. (10 pts)
2. Describe your current waitlist, the average time students wait for services, and the impact of the additional services on the community. (10 pts)
3. Describe your students’ academic success and career pathways development. Describe and support with data additional student outcomes (not listed in the chart) and/or accomplishments the program would like to highlight. (10pts)

## Budget Workbook

**(5pts)**

*Complete and attach the budget workbook in the**Class Plan/Budget Workbook and provide a detailed budget narrative as instructed in the workbook.*

**IMPORTANT:** Proposed expenditures **must be allowable and reasonable** to achieve the goals of the proposal, and adhere to the budget requirements outlined in the [FY20-FY22 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions](http://www.doe.mass.edu/acls/abeprogram/). **If the cost per annualized active seat exceeds the allowable threshold ($2,300-$3,300 per active seat), ensure that compelling justification is provided in the Access and Program Design narrative section in part III.**

If the administrative cost to operate the program exceeds 5%, the applicant must submit an Administrative Cost Justification form (Appendix I).

## Class Plan and Required Program Information (15pts)

*The narrative program design section has a total point value of* ***15 points and may not exceed 2 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

1. **Access and Program Design (15 points)**

*MA Indicator of Program Quality 1 and WIOA Consideration 1,5,6,7 & MA Indicator of Program Quality 2 and WIOA Consideration 2*

***NOTE:*** *Applicants must propose at a minimum one class with a minimum of 15 active seats. The maximum number of active seats funded under this option is 100. If the cost per annualized active seat[[3]](#footnote-3) exceeds the allowable threshold ($2,300-$3,300 per active seat), the applicant must ensure that compelling justification is provided in this section.*

1. Describe the target population you propose to serve, type of services (ESOL and/or ABE), number of active seats, and program site(s) where services will be offered. Provide rationale on how your proposed program design will **(15pts)**:
2. Integrate with the existing program design and address students’ needs in terms of class schedule and delivery methods;
3. improve and accelerate outcomes; and
4. ensure a smooth transition to postsecondary education, training and/or employment leading to family sustaining wages for students.

***NOTE****: Complete and attach the class plan in the**Class Plan/Budget Workbook. Class plan workbook submitted with this application will contribute to the score in this section. Please ensure the responses support the submitted class plan****.***

**Adult Education Services Option 2**

**Option 2** is for currently funded eligible adult education programs that would like to add a new site, a new service type (e.g. the program is currently funded for ABE only and would like to add ESOL services), and/or would like to propose a class design that is not part of the currently funded services (e.g. blended learning class).

DESE will fund a minimum of one adult education class offering a minimum of 15 active seats (a minimum grant size of $34,500) and a maximum of a sequence of classes up to 100 active seats (a maximum grant size of $330,000). Only applicants eligible for FY20 increases based on meeting or exceeding their enrollment targets are eligible to apply. Refer to the list of eligible programs included in the eligibility section of the RFP.

**Valley Opportunity Council**

**Valley Opportunity Council**

In addition, programs must demonstrate having an active waitlist[[4]](#footnote-4) and/or demonstrated need to open a new site or a new service type.

Applicants must submit all required forms and respond to all narrative questions in Part I and III. The narrative response of **Part I may not** exceed **2 pages** and **Part III may not exceed 10 pages for a total of 12 pages**. Applicants are required to provide page numbers on every page. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.

**IMPORTANT**:Each narrative section will be scored using the Scoring Rubric[[5]](#footnote-5).

**Scoring Summary:**

|  |
| --- |
| **Scoring Summary (100 points)**  |
| * Part I: Program Data
1. Program Eligibility and Past Effectiveness **(20)**
* Part II: Budget Workbook **(10)**
* Part III: Class Plan and Required Program Information
1. Access and Program Design **(15)**
2. Career Pathways Development, Advising and Support Services **(15)**
3. Curriculum & Instruction (**20**)
4. Organizational Support, Educational Leadership, and Professional Culture **(15)**
5. Fiscal Accountability **(5)**
 |

## Program Data (20pts)

The responses in question 1 have *a total point value of* ***20 points and may not exceed 2 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

*.*

**1. Program Eligibility and Past Effectiveness (20 points)**

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

1. Complete chart 1 in Appendix A to summarize past experience and effectiveness in providing adult education services. Data must be verifiable by data in LACES (FY19) and SMARTT (FY18, if available). All submitted data must be auditable. (10 pts)
2. Describe your current waitlist, the average time students wait for services, and the impact of the additional services on the community. (5pts)
3. Describe your students’ academic success and career pathways development. Describe and support with data additional student outcomes (not listed in the chart) and/or accomplishments the program would like to highlight. (5pts)

## Budget Workbook

**(10pts)**

*Complete and attach the budget workbook in the**Class Plan/Budget Workbook and provide a detailed budget narrative as instructed in the workbook.*

**IMPORTANT:** Proposed expenditures **must be allowable and reasonable** to achieve the goals of the proposal, and adhere to the budget requirements outlined in the [FY20-FY22 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions](http://www.doe.mass.edu/acls/abeprogram/). **If the cost per annualized active seat exceeds the allowable threshold ($2,300-$3,300 per active seat), ensure that compelling justification is provided in the Access and Program Design narrative section in part III.**

If the administrative cost to operate the program exceeds 5%, the applicant must submit an Administrative Cost Justification form (Appendix I).

## Class Plan and Required Program Information (70 pts)

*The five narrative sections that follow have a total point value of* ***70 points and may not exceed 10 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

1. **Access and Program Design (15 points)**

*MA Indicator of Program Quality 1 and WIOA Consideration 1,5,6,7 & MA Indicator of Program Quality 2 and WIOA Consideration 2*

***NOTE:*** *Applicants must propose at a minimum one class with a minimum of 15 active seats and a maximum of a sequence of classes up to 100 active seats. If the cost per annualized active seat[[6]](#footnote-6) exceeds the allowable threshold ($2,300-$3,300 per active seat), the applicant must ensure that compelling justification is provided in this section.*

1. Describe the target population you propose to serve, type of services (ESOL and/or ABE), number of active seats, and program site(s) including any proposed new sites where services will be offered (new sites must be offered within the same local workforce area as the currently funded services). Provide rationale on how your proposed program design will **(15pts)**:
2. Integrate with the existing program design and address students’ needs in terms of class schedule and delivery methods;
3. improve and accelerate outcomes; and
4. ensure a smooth transition to postsecondary education, training and/or employment leading to family sustaining wages for students.

***NOTE****: Complete and attach the class plan in the**Class Plan/Budget Workbook. Class plan workbook submitted with this application will contribute to the score in this section. Please ensure the responses support the submitted class plan****.***

1. **Career Pathways Development, Advising and Support Services (15 points)**

*MA Indicator of Program Quality 3 and WIOA Consideration 4 and MA Indicator of Program Quality 6 and WIOA Consideration 10*

1. Describe career pathways available to students and cross-agency collaborations to support the development of career pathways for students that lead to further education, training and/or employment. **(5pts)**
2. Describe supports and advising available to students related to career pathway development and early identification of barriers to program completion and supports available to students. **(10pts)**
3. **Curriculum and Instruction (20 points)**

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

1. Describe the program curriculum as it relates to **(10pts)**:
2. alignment with the College and Career Readiness Standards for Adult Education (CCRSAE), and as appropriate, the
3. integration of technology; and
4. integration of workforce preparation activities.
5. Describe classroom instruction in terms of **(10pts)**:
6. implementation of the CCRSAE instructional shifts in ELA, math and/or ESOL;
7. instructional methodologies grounded in research; and
8. use of formative and summative assessments to inform classroom instruction and accelerate student progress.
9. **Organizational Support, Educational Leadership, and Professional Culture (15 points)**

*MA Indicator of Program Quality 7 and WIOA Consideration 9; MA Indicator of Program Quality 8 and WIOA Consideration 9; and MA Indicator of Program and Quality 9 and WIOA 9*

1. Describe how the agency will support the adult education program as it relates to **(10pts)**:
	1. oversight provided to staff hired under this grant. Submit job descriptions for positions funded with this grant including minimum qualifications in Appendix D; and
	2. classroom space for proposed services and/or if this is a new site, describe the facilities used that ensure compliance with all city, state, and federal safety requirements and support high quality teaching, learning, and advising.

***NOTE****: DESE reserves the right to evaluate new sites/locations through a site visit prior to issuing a Grant Award Notification to verify evidence as submitted.*

1. Describe the program leadership team responsible for program’s success and oversight and the process the leadership team will use to conduct classroom observations and support instructional staff through high quality professional development and reflective culture. Indicate how much paid professional development will be available to staff. Provide a sample of a completed classroom observation form in Appendix E. **(5pts)**
2. **Fiscal Accountability (5 points)**

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

1. Describe the agency’s current overall budget and identify what funds in the current budget represent DESE funded adult education funding. Describe how the agency will ensure program’s compliance with fiscal grant requirements and continuous fiscal oversight. **(5pts)**

**Adult Education Services Option 3**

**Option 3** is for applicants that do not currently receive DESE funding for adult education services, or have received in FY19 one year transitional grant that ends in June 2019, or currently funded DESE programs that would like to propose a new program outside the local workforce area where they are currently funded. DESE will fund agencies that propose a program design that offers a minimum of 50 active seats (a minimum grant size of $115,000) and a maximum of 100 seats (a maximum grant size of $330,000).

Applicants must submit all required forms and respond to all narrative questions in Part I and III. The narrative response of **Part I may not** exceed **2 pages** and **Part III may not exceed 38 pages for a total of 40 pages**. Applicants are required to provide page numbers on every page. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.

**IMPORTANT**:Each narrative section will be scored using the Scoring Rubric[[7]](#footnote-7).

**Scoring Summary:**

|  |
| --- |
| **Scoring Summary (180 points)**  |
| * Part I: Program Data
1. Program Eligibility and Past Effectiveness **(20)**
* Part II: Budget Workbook **(10)**
* Part III: Class Plan and Required Program Information
1. Program Design **(20)**
2. Access and Equity **(10)**
3. Career Pathways Collaboration **(20)**
4. Curriculum and Instruction **(30)**
5. Advising and Student Support Services **(15)**
6. Organizational Support **(20)**
7. Educational Leadership **(15)**
8. Professional Culture **(10)**
9. Fiscal and Data Accountability **(10)**
 |

## Program Data (20pts)

Only programs that can demonstrate past ESOL and/or ABE services in FY18 and FY19 are eligible to apply. The responses in question 1 have *a total point value of* ***20 points and may not exceed 2 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

**1. Program Eligibility and Past Effectiveness (20 points)**

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

1. Complete chart 2 in *Appendix A* to summarize the applicant’s past experience and effectiveness in providing adult education services. All data submitted must be verifiable and auditable. **(10 pts)**
2. Describe your agency’s experience in serving adult learners in terms of academic success and career pathways development. Describe and support with data additional student outcomes (not listed in the chart) and/or accomplishments the program would like to highlight. **(5pts**)
3. Provide an analysis of the data provided and address strategies for improving adult education and/or secondary education outcomes and post- exit student outcomes (enrollment in postsecondary education, training and/or getting jobs). **(5pts**)

## Budget Workbook

**(10pts)**

*Complete and attach the budget workbook in the**Class Plan/Budget Workbook and provide a detailed budget narrative as instructed in the workbook.*

**IMPORTANT:** Proposed expenditures **must be allowable and reasonable** to achieve the goals of the proposal, and adhere to the budget requirements outlined in the [FY20-FY22 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions](http://www.doe.mass.edu/acls/abeprogram/). **If the cost per annualized active seat exceeds the allowable threshold ($2,300-$3,300 per active seat), ensure that compelling justification is provided in the Access and Program Design narrative section in part III.**

If the administrative cost to operate the program exceeds 5%, the applicant must submit an Administrative Cost Justification form (Appendix I).

## Class Plan and Required Program Information (150 pts)

*The nine narrative sections that follow have a total point value of* ***150 points and may not exceed 38 pages****. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in font no smaller than Arial 10 font, with 1” margins on all sides.*

1. **Program Design (20 points)**

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

***NOTE:*** *An applicant’s proposed program design must demonstrate a commitment to serving a minimum of 50 students on an ongoing basis. With the exception of AECI and programs whose mission is to serve homeless populations[[8]](#footnote-8), proposals to serve less than these minimums will not be reviewed. If the cost per annualized active seat[[9]](#footnote-9) exceeds the allowable threshold ($2,300-$3,300 per active seat), the applicant must ensure that compelling justification is provided below in question A.*

1. Describe the target population you propose to serve, type of program (ESOL and/or ABE), number of active seats, and program site(s) where services will be offered. Provide rationale on how your proposed program design will **(15 pts)**:
2. address students’ needs in terms of class schedule and delivery methods;
3. advance and accelerate the academic achievement of out-of-school youth and adult learners to the level required for success in post- secondary education/training or employment; and
4. ensure a smooth transition to postsecondary education, training and/or employment leading to family sustaining wages for students.

***NOTE:*** *Complete and attach the class plan in the Class Plan/Budget Workbook. Class plan workbook submitted with this application will contribute to the score in this section. Please ensure the responses support the submitted class plan.*

1. Describe the alignment between the agency and/or program mission and the adult education services proposed.  **(5 pts)**
2. **Access and Equity (10 points)**

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

1. Describe how the adult education program will serve individuals most in need of adult education services, including individuals with disabilities **(10 pts)**:
2. share staff expertise and examples of instructional strategies that will be used to serve individuals with disabilities including learning disabilities;
3. explain how the program will collaborate 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; and
4. AECI ONLY: AECI applicants explain how you will overcome institutional barriers to students’ access to adult education services and ensure sufficient intensity for *measureable skill gains* during incarceration periods less than 6 months’ in duration.

1. **Career Pathways Collaboration (20 points)**

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

1. Describe the role of the adult education (AE) program in career pathways development, carried out in collaboration with local area partners[[10]](#footnote-10), to create a seamless system of adult education and workforce preparation and training services in each local area. Describe and provide examples of **(20 pts)**:
2. activities carried out with the local partners identified in the Partnership Overview in Appendix G (and within the agency[[11]](#footnote-11) where applicable) to accelerate outcomes and increase career pathway options for out-of-school youth and adult learners, and prioritize shared customers and priority populations;
3. integration of *workforce preparation activities* into the program curricula; and
4. integration of *career awareness and exploration activities* that focus on priority occupations identified in the *local plan package and regional plans*, that lead to family sustaining wages, multiple career pathway options, and employment opportunities.
5. **Curriculum and Instruction (30 points)**

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

1. Describe how the adult education curricula are 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, describe how the family literacy curriculum is aligned with the CCRSAE.). Address the implementation of CCRSAE instructional shifts. **(10 pts)**
2. Describe how the curriculum, instruction, and assessment are 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. **(5 pts)**
3. Describe how the program leadership will support and monitor the growth and development of teachers in order to implement CCRSAE standards-based curricula and research-based instructional and assessment practices that help students meet high expectations. (**NOTE**: address the implementation of the [*Essential Components of Reading Instruction*](#Essential) in ABE classes and/or *civics education* in ESOL classes.) **(5 pts)**
4. Provide examples of how formative and summative assessment results will be used to inform instruction based on best practices derived from research[[12]](#footnote-12). **(5 pts)**
5. Describe how the program will integrate *digital literacy* to improve and accelerate student outcomes. **(5 pts)**
6. **Advising and Student Support Services (15 points)**

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

1. Describe how education and career advisors will deliver effective and equitable advising and support services, 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. Provide examples of how **(15pts)**:
2. students are guided and supported in meeting or exceeding the academic achievement level required for success in postsecondary education/training and or employment and making well informed career decisions[[13]](#footnote-13). (NOTE: If family literacy/engagement support services are planned, provide evidence that they are intended to support family members in participating in the educational development of their children.);
3. advisors and instructional staff work together to design and deliver innovative advising and support services to develop students’ self-efficacy and persistence within the AE program(s) and beyond, including, but not limited to, early identification of barriers to program completion and tailoring support to mitigate barriers;
4. advisors collaborate and/or coordinate with core partners and community resources[[14]](#footnote-14) to assist out-of-school youth and adult learners (with priority given to shared customers) in pursuing viable career pathways options;
5. AECI ONLY: AECI applicants address collaboration with internal support services and resources such as non-ESE funded re-entry and treatment programs, counselors, and vocational instructors.

1. **Organizational Support (20 points)**

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

1. Submit an organizational chart in Appendix C that illustrates how the proposed adult education program fits into the overall organizational structure. Identify key organizational and program educational leaders[[15]](#footnote-15) (e.g., executive director, director, program manager, program coordinator) and describe their skills and qualifications necessary to build and support continuous improvement of the adult education program, provide oversight and monitor progress, manage public funds effectively and responsibly, and establish and maintain broad and diverse connections with the communities that the program serves. Attach resumes and job descriptions in Appendix D. **(5pts)**
2. Describe established minimum qualifications for key program positions that meet or exceed those established by the State[[16]](#footnote-16), the strategies used by the agency to recruit and retain qualified staff (including specific strategies for recruiting and retaining effective teachers), and how the agency establishes and maintains high standards for educational leaders. **(5pts)**
3. Describe how the agency provides: regionally competitive salaries, benefits, and opportunities for full-time employment; working conditions that compensate program staff for all job-related duties; and career growth opportunities that reward experience, education, and professional licensure. **(5pts)**
4. Address how the agency will ensure that the facilities and environmental conditions comply with all city, state, and federal safety requirements and support high quality teaching, learning, and advising, including but not limited to: physical and emotional safety; accessibility in compliance with the Americans with Disabilities Act (ADA); and 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.)* **(5pts)**
5. **Educational Leadership (15 points)**

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

1. Describe the program leadership’s role in: (1) building the capacity of staff through differentiated supervision, coaching, and evidence-based evaluation practices, and (2) professional development planning and evaluation. Refer to 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. Provide a sample of a completed classroom observation form in Appendix E. **(10pts)**
2. Address how the leadership will engage staff and students in a continuous improvement planning process and how the program’s mission and quantitative and qualitative data will inform both decision-making and continuous improvement planning so that it leads to improved student outcomes. **(5pts)**
3. **Professional Culture (10 points)**

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

1. 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. In your response address **(10pts)**:
	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; and
	2. equitable access to high quality professional development (as defined in the [Massachusetts ABE Standards for Professional Development](http://www.doe.mass.edu/acls/pd/hqpd.docx)) 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.
2. **Fiscal and Data Accountability (10 points)**

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

1. Complete and upload Appendix F, *Fiscal Overview of Adult Education Support chart,* and describe the capacity of the agency to **(10pts)**:
	1. 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;
	2. implement DESE policies and procedures to ensure compliance with all data management[[17]](#footnote-17) and reporting requirements including but not limited to accurate, consistent, and timely collection, maintenance, and reporting of program and student data; and
	3. dedicate staff with specific job duties, qualifications, and adequate time allocated for data and fiscal management.
1. *AECE are exempt from having a waitlist.*  [↑](#footnote-ref-1)
2. *Refer to the scoring rubric included with this RFP.* [↑](#footnote-ref-2)
3. *Active seat is defined in the Adult Education Glossary listed under Resources in this RFP.*  [↑](#footnote-ref-3)
4. *AECE are exempt from having a waitlist.*  [↑](#footnote-ref-4)
5. *Refer to the scoring rubric included with this RFP.* [↑](#footnote-ref-5)
6. *Active seat is defined in the Adult Education Glossary listed under Resources in this RFP.*  [↑](#footnote-ref-6)
7. *Refer to the scoring rubric included with this RFP.* [↑](#footnote-ref-7)
8. *ABECI and programs serving 50% or more homeless may request a waiver as part of the response to this prompt.*  [↑](#footnote-ref-8)
9. *Active seat is defined in the Adult Education Glossary listed under Resources in this RFP.*  [↑](#footnote-ref-9)
10. *For AECI applicants serving students in state facilities, collaboration activities may be with partners at the state level.* [↑](#footnote-ref-10)
11. *through interagency collaboration and coordination efforts* [↑](#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. *other 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* [*FY20-FY22 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](http://www.doe.mass.edu/acls/abeprogram/) [↑](#footnote-ref-16)
17. *DESE uses LACES data management system for adult education and requires programs to enter extensive student and class level data.*  [↑](#footnote-ref-17)