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

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| PART III – REQUIRED PROGRAM INFORMATION |

Eligible applicants are currently funded Community Adult Learning Centers currently offering the type of service for with they are applying as well those that have not previously been funded by ESE, are eligible to apply.

Eligible applicants may apply for both Options 1 and 2 or one of the options. DESE will fund agencies that propose a program design that offers a minimum of 50 active seats and a maximum of 250 seats for each option.

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.

**Scoring Summary:**

|  |
| --- |
| **Scoring Summary (180 points)** |
| * Section I: Program Data  1. Program Eligibility and Past Effectiveness **(20)**  * Section II: Class Plan and Budget Workbook **(10)** * Section III: 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)** |

# Section I: 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****.*

**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**)

# Section II: Class Plan and 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).

**Option 1 (ABE only)** - Below is the class plan for the currently enrolled target population. Describe your program’s ability to maintain this current level of ABE services offered in FY19. If the delivery of this class plan is not possible, you may propose a revised class plan in a grid. (You would be primarily serving currently enrolled students.) Any revised class plan, with a rationale for the revision, will be considered as part of the applicant’s to the class plan and program design questions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class Focus** | **GLE** | **Seats** | **Notes** | **Hours Per Week** | **Weeks Per Year** | **Hours Per Year** |
| **227** |
| Core ABE | 2-6 | 12 | ABE1-2 Summer Day - Includes All Subjects | 8.00 | 6.00 | 48.00 |
| Core ABE | 0-2 | 8 | ABE1 - AY - Day - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 2-3.9 | 14 | ABE2 - AY - DAY - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 2-3.9 | 12 | ABE2 - AY - EVE - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 7-12 | 18 | ABE3-4 Summer Day - Includes All Subjects | 8.00 | 6.00 | 48.00 |
| Core ABE | 4-8 | 20 | ABE3 - AY - DAY - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 4-8 | 14 | ABE3 - AY - EVE - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 9-12 | 20 | HSE - AY - DAY - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 9-12 | 15 | HSE - AY - NIGHT - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Core ABE | 9-12 | 18 | HSE-AY-AFTERNOON - Includes All Subjects | 8.00 | 38.00 | 304.00 |
| Family Literacy | 4-8 | 13 | Family Literacy - All Subjects | 20.00 | 38.00 | 760.00 |
| Family Literacy | 9-12 | 13 | Family Literacy - All Subjects | 20.00 | 38.00 | 760.00 |
| Computer Lit | 0-3.9 | 7 | AY - Non-Duplicated Students | 2.00 | 24.00 | 48.00 |
| Computer Lit | 4-8 | 7 | AY - Non-Duplicated Students | 2.00 | 24.00 | 48.00 |
| Computer Lit | 9-12 | 6 | AY - Non-Duplicated Students | 2.00 | 24.00 | 48.00 |
| Career Ready | 9-12 | 6 | Customer Service - Non Duplicated Students | 5.00 | 10.00 | 50.00 |
| Career Ready | 9-12 | 8 | Customer Service - Non Duplicated Students | 5.00 | 10.00 | 50.00 |
| Career Ready | 4-8 | 8 | Healthcare - Non Duplicated Students | 5.00 | 10.00 | 50.00 |
| Career Ready | 4-8 | 8 | Healthcare - Non Duplicated Students | 5.00 | 10.00 | 50.00 |

**Option 2 (ESOL only)** - Below is the class plan for the currently enrolled target population. Describe your program’s ability to maintain this current level of ESOL services offered in FY19. If the delivery of this class plan is not possible, you may propose a revised class plan in a grid. (You would be primarily serving currently enrolled students.) Any revised class plan, with a rationale for the revision, will be considered as part of the applicant’s response to the class plan and program design questions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class Focus** | **SPL** | **Seats** | **Notes** | **Hours Per Week** | **Weeks Per Year** | **Hours Per Year** |
| **220** |
| Core ESOL | 0-2 | 20 | ESOL1 - DAY | 10.00 | 38.00 | 380.00 |
| Core ESOL | 0-2 | 20 | ESOL1 - EVE | 5.00 | 38.00 | 190.00 |
| Core ESOL | 3-4 | 18 | ESOL2 - DAY | 10.00 | 38.00 | 380.00 |
| Core ESOL | 3-4 | 18 | ESOL2 - EVE | 5.00 | 38.00 | 190.00 |
| Core ESOL | 5-6 | 20 | ESOL3 - DAY - Includes ESOL Math | 10.00 | 38.00 | 380.00 |
| Core ESOL | 5-6 | 20 | ESOL3 - EVE | 5.00 | 38.00 | 190.00 |
| Core ESOL | 6-7 | 20 | ESOL4 - DAY - Includes ESOL Math | 10.00 | 38.00 | 380.00 |
| Core ESOL | 6-7 | 20 | ESOL4 - EVE | 5.00 | 38.00 | 190.00 |
| Core ESOL | 0-4 | 10 | Summer | 10.00 | 6.00 | 60.00 |
| Core ESOL | 4-7 | 12 | Summer | 10.00 | 6.00 | 60.00 |
| Distance Learning | 2-4 | 12 | HYBRID w/DL | 5.00 | 38.00 | 190.00 |
| Distance Learning | 5-7 | 12 | HYBRID w/DL | 5.00 | 38.00 | 190.00 |
| Core ESOL | 0-2 | 18 | Added Classes with | 8.00 | 32.00 | 256.00 |

# Section III: 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****.*

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. If the cost per annualized active seat[[1]](#footnote-1) 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.
4. **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[[2]](#footnote-2), to create a seamless system of adult education and workforce preparation and training services in the Boston Workforce Development region. 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[[3]](#footnote-3) 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 English Language Proficiency Standards for Adult Education (2019)](http://www.doe.mass.edu/acls/frameworks/frameworks.html). (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* 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[[4]](#footnote-4). **(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[[5]](#footnote-5). (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[[6]](#footnote-6) to assist out-of-school youth and adult learners (with priority given to shared customers) in pursuing viable career pathways options.
5. **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[[7]](#footnote-7) (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[[8]](#footnote-8), 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[[9]](#footnote-9) 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. *Active seat is defined in the Adult Education Glossary listed under Resources in this RFP.*  [↑](#footnote-ref-1)
2. *For AECI applicants serving students in state facilities, collaboration activities may be with partners at the state level.* [↑](#footnote-ref-2)
3. *through interagency collaboration and coordination efforts* [↑](#footnote-ref-3)
4. *Ensure that the description includes citations from the most recent and rigorous educational research available.* [↑](#footnote-ref-4)
5. *e.g., development of critical thinking skills for evaluating postsecondary education program options and costs, institutions’ accreditation status, employers’ recognition of credentials*  [↑](#footnote-ref-5)
6. *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-6)
7. *as shown in the submitted organizational chart* [↑](#footnote-ref-7)
8. *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-8)
9. *DESE uses LACES data management system for adult education and requires programs to enter extensive student and class level data.*  [↑](#footnote-ref-9)