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| **Name of Grant Program:** Adult Education Virtual School (AEVS) | **Fund Code:** 538 |

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| PART III – REQUIRED PROGRAM INFORMATION |

**Executive Summary:** The Executive Summary of no more than three pages should summarize the proposed school’s mission, educational program, instructional methodology, advising services, how the virtual school will enhance options for students and make online delivery as good as or better than face-to-face delivery, any specialized student focus, and describe the provider’s capacity to make the AEVS a success. The Executive Summary must be submitted as ***Appendix A. (0 points)***

The ten narrative sections that follow have a total point value of **150 points and may not exceed 50 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.

The ten [**Indicators of Program Quality (IPQ)**](https://www.doe.mass.edu/acls/accountability/program-quality/) below are highlighted in blue. Within each IPQ are prompts and questions that are to be included in the proposal narrative response for that Indicator. Each **IPQ (1-10)** will receive a score based on the inclusion of each of the prompts and questions. The total points available for each IPQ is listed with Indicator.

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| Indicators of Program Quality:Adult Education Virtual School | |
| **Indicator 1: Program Design: The program, in alignment with its mission, implements the services approved by ACLS. (20 points)** | |
| **AEVS Mission**   * Describe the mission, purpose, and specialized focus of the proposed AEVS. | |
| **Proposed Enrollment**   * The maximum cost per participant enrollment limit is $4,500. How many participants (as defined on pages 5-6 of the [*FY19-FY23 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](https://www.doe.mass.edu/acls/abeprogram/policies.docx)) will be enrolled in the proposed AEVS each month of the program year starting in July 1, 2022? |
| **Intake and Orientation/Onboarding**   * Describe the remote processes that will be used to intake and onboard students. |
| **Program Design**   * Describe how the AEVS will organize class offerings in a way that students can easily navigate. Discuss classes proposed to be offered and how these classes will advance and/or accelerate the academic progress of adult learners to the level required for success in post- secondary education/training or employment. |
| **Class Design: Synchronous or Hybrid Instruction**   * Indicate for each class proposed: number of monthly enrollments, the NRS level(s) as defined on pages 6-8 of the [*FY19-FY23 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](https://www.doe.mass.edu/acls/abeprogram/policies.docx), the total number of hours per week, and the anticipated % of synchronous and asynchronous instruction.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Proposed Classes Class Name:** | **Enrollment** | **NRS Level(s)[[1]](#endnote-2)** | **Total # Hours Per Week** | **% Synchronous Hours per Week** | **% Asynchronous Hours per week** | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |
| **Class Design: Asynchronous Learning Activities**   * Describe additional learning activities that will take place asynchronously and the percentage of instruction that will occur asynchronously in a typical week. Describe if learning activities will take place offline and how instruction that takes place outside the learning management system will be monitored and assessed. |
| **Agreements with Partner Provider Impacting Program Design (if applicable)**   * Identify any proposed partner organizations, third-party software, or curriculum vendors that the AEVS intends to use and discuss the nature and purpose of the partnership with each partner (e.g., provision of a learning management system, curriculum, educational resources and/or services and supports for students). | |
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| **Indicator 2: Equitable Access: Guided by data and a responsibility for diversity, equity, and inclusion, the program ensures that all adult learners in the Commonwealth have access to high quality education services. (15 points)** | |
| **Access and Equity for Adult Students Across the Commonwealth**   * Describe how the school will ensure program access and equity for all who are eligible to attend. Describe how policies and practices will ensure all students have equal rights of access to opportunities provided by the AEVS, such as rigorous instruction, and access to programming and other services. | |
| **Program Culture**   * Describe how the AEVS will establish an environment that is safe, supportive, culturally responsive, inclusive, and reflective of the community and students’ cultures and identities, including how the program creates an environment that is welcoming, inclusive. How will the AEVS provide students with the tools to navigate systems designed to advantage the dominant culture? | |
| **Preferred Student Populations/Recruitment**   * Identify the student population the AEVS intends to serve, including any focus specifically for students listed as ***preferred student populations.*** Explain the proposed school’s capacity to instruct and meet the needs of these students and describe specific strategies and resources that will be used to serve their unique needs. * Describe how the AEVS plans to conduct recruitment and outreach to prospective students, including ***preferred student populations***. | |
| **Market Demand/Plan for Statewide Marketing of the AEVS System and its Services**   * Demonstrate evidence of demand for the students you seek to serve. * How will the AEVS market the system and services statewide upon receiving funding in FY22? | |
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| **Indicator 3: Career Pathways Collaboration: The program ensures all staff understand the essential role that the program plays as an “on-ramp” to access career pathway opportunities. (5 points)** | |
| **Career Pathways Collaborations**   * How will the AEVS include *career awareness and exploration activities* that focus on priority occupations that lead to family sustaining wages, multiple career pathway options, and employment opportunities? | |
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| **Indicator 4: Curriculum: Curriculum is standards-based, vertically and horizontally aligned [1] in all content areas and levels, contextualized and relevant, and developed to support the diverse needs of all learners. (20 points)** | |
| **Curriculum Scope and Sequence**   * Describe how the proposed curriculum is aligned or will be aligned to the [*College and Career Readiness Standards for Adult Education* (*CCRSAE*)](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) for ABE (and/or the [*Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS)*](https://www.doe.mass.edu/acls/frameworks/frameworks.html) for ESOL) at all content areas and levels and how the school will ensure that the curriculum provides lessons and materials that integrate diverse and culturally responsive materials, digital literacy, and workforce preparation activities. | |
| **Technology and Materials Access**   * Describe how the AEVS will ensure that all students have access to the technology and materials necessary to complete their classes. | |
| **Digital Citizenship**   * Describe how the AEVS will promote good digital citizenship. | |
| **Indicator 5:** **Instruction and Assessment: The program consistently uses high quality instructional strategies to meet all students’ academic needs and prepare them for family sustaining employment and/or postsecondary education, and civic engagement. The program has an assessment system to inform planning and decision-making, monitor and communicate learner progress, with the goal of improving teaching and learning. (25 points)** | |
| **Staff Qualifications**   * Provide details of the qualifications of the key instruction and assessment personnel who will be delivering or supporting the delivery of instruction. ***Provide Key Job Descriptions and/or Resumes for Instruction and Assessment Staff in Appendix B.*** | |
| **Student Engagement**   * Describe how the AEVS will ensure that all enrolled students will be engaged in learning and will have opportunities to thrive in the virtual learning environment. | |
| **Formative and Summative Assessments**   * Describe how formative and summative assessments are used to inform instruction and measure student progress. Describe how the AEVS will monitor student progress in order to identify areas of difficulty and assist students who need additional attention. Explain how the AEVS will use data, including a system of formative and summative assessments, to inform instructional strategies and staff development plans. | |
| **Instructional Quality**   * Describe how the school will establish clear expectations for teaching practices that align with its stated mission, key design elements, learning goals, and evidence-based practices. Describe how the instructional methodology will foster student engagement, support high standards of achievement for all students, and enable teachers to check for student understanding. * Provide examples of instructional strategies used to differentiate instruction to meet individual students’ needs and serve individuals with disabilities, including learning disabilities. | |
| **Individualized Learning**   * Describe whether the AEVS will establish a learning plan for each student. | |
| **Capacity for Remotely Administering NRS-Approved Assessments**   * Describe how the AEVS will administer state required assessment tests in accordance with the [*Massachusetts Adult Education Assessment Policies*](https://www.doe.mass.edu/acls/assessment/assessmentpolicies.pdf). | |
| **Online Instruction and Assessment**   * Describe how the AEVS will provide adequate initial and ongoing training and support for students to enable them to successfully participate in online learning. Describe the orientation to online learning technology and successful online learning practices that the AEVS will provide, how students’ ability to learn online will be assessed, and what academic services or advising will be available to ensure students will be successful online learners. | |
| **Indicator 6: Student Progress: The program consistently meets or exceeds state student performance targets for academic growth, and for postsecondary education, training, and employment. (10 points)** | |
| **Measurable Skill Gains**   * How will the AEVS use flexible scheduling, proactive advising, coaching or other strategies to ensure that students achieve Measurable Skill Gains (e.g., credential attainment, post-secondary enrollment, EFL gains)? | |
| **Follow-up for Federal WIOA Measures**  * Grantees are required to follow up with exited students and report WIOA outcomes ([*FY19-FY23 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](https://www.doe.mass.edu/acls/abeprogram/policies.docx) p.48). Describe the follow-up processes and procedures, including the staff responsible. | |
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| **Indicator 7: Advising and Student Support Services: The program ensures effective and equitable delivery of advising and support services. (10 points)** | |
| **College, Career and Academic Advising:**   * Describe how education and career advisors will deliver effective and equitable advising and support services, in collaboration with AE instructional staff, to enable all students to reach the academic achievement levels required for educational and career advancement and/or advance their family literacy goals**.** * Describe how advisors may collaborate and/or coordinate with core partners and community resources[[2]](#footnote-2) to assist adult learners in pursuing viable career pathways options including preparation for college and careers ensuring a smooth transition to postsecondary education, training and/or employment leading to family sustaining wages for students. * Provide examples of how 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. | |
| **Student Support Services:**   * How will advisors and instructional staff work together to design and deliver innovative advising and support services to develop students’ self-efficacy and persistence within the AEVS program and beyond, including, but not limited to, early identification of barriers to program completion and tailoring support to mitigate barriers. | |
| **HSE Test (HiSET/GED) Registration Support**   * Discuss who will support students during the process for registering to take HiSET and GED tests. |
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| **Indicator 8:** **Organizational Support: The Agency’s policies and practices demonstrate support for the adult education program.** (15 points) | |
| **Organizational Structure – Lead Agency and/or Partners/Subcontractors**   * Identify any partners and/or subcontractors that will work with the Lead Agency and the specific services and added value that they will bring to the AEVS System. * Describe the relevant experience of the organization in providing program management and/or delivering instruction. * ***Provide an Organizational Chart for the AEVS in Appendix C.*** * ***Provide Key Job Descriptions and/or Resumes for Administrators and Support Staff in Appendix D.*** | |
| **Learning Management System – Course Access**   * Describe the LMS that will be used to organize, deliver, and support curriculum and instruction. | |
| **Program Evaluation and Annual System Evaluation and Modification**   * Describe how the AEVS plans to use qualitative and quantitative data to regularly evaluate the quality and effectiveness of the AEVS in serving all students. Particularly, describe how the AEVS plans to review and evaluate its curriculum, course offerings, LMS and instruction; ensure their successful implementation throughout the AEVS; and refine them as needed. | |
| **Technical Support for Students and Staff**   * Describe how the school will provide timely and effective technical support. Provide specific details about the technical support that will be available to students, and staff, including but not limited to the types of support that will be available and the hours that it will be offered. | |
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| **Indicator 9:** **Educational Leadership: Program leaders continuously guide and support high-quality practices and a shared vision for student and staff success with the goal of improving student outcomes. (15 points)** | |
| **Educational Leadership**   * Describe the program leadership’s role in: (1) the development and implementation of a program continuous improvement planning process, (2) establishing culturally responsive policies and practices to support a diverse and inclusive environment for staff and students, (3) supporting staff growth through differentiated supervision, coaching, and evaluation practices, and (4) professional development planning. | |
| **Educator Observation and Evaluation**   * Describe the procedures for evaluation of teachers, staff, and administrators including how frequently formal and informal evaluations will take place. Describe how school leaders will observe the virtual instruction, review online courses and materials, provide feedback to teachers regarding ways to improve their practice, and provide support to any underperforming staff. Briefly describe the school’s working conditions, hours, and compensation package(s) that will attract highly qualified staff. **Provide a Sample Completed Classroom Observation Form Appendix E.** | |
| **Professional Learning and Ongoing Support for Staff**   * Describe the professional learning and ongoing support that will be provided for teachers and administrators, including any professional learning that will be required for teachers, so they are prepared to teach in an online environment (i.e., training in both online pedagogy as well as the technologies incorporated into the academic program). | |
| **Advisory Group**   * Will the AEVS have a designated Advisory group? If yes, explain. | |
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| **Indicator 10: Fiscal and Data Accountability: The agency/institution maintains a stable financial condition operating in a financially sound and publicly accountable manner. The program has a system for collecting and reporting data that ensures its integrity. (10 Points)** | |
| * Describe how the AEVS will 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, implement DESE policies and procedures to ensure compliance with all data management[[3]](#footnote-3) and reporting requirements including but not limited to accurate, consistent, and timely collection, maintenance, and reporting of program and student data; and dedicate staff with specific job duties, qualifications, and adequate time allocated for data and fiscal management. | |
| **Adherence to the ACLS Accountability System**   * Describe the process the AEVS will undertake in its first year to create an effective accountability plan. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school’s progress towards its accountability plan objectives. | |
| **Competitive Compensation**   * Describe how the AEVS will address the need for competitive compensation. | |
| **Attendance and Proxy Hour Attendance**   * Describe how the AEVS will define and monitor student attendance. | |
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| **Appendices** | |
| 1. Executive Summary | |
| 1. Job Descriptions and/or Resumes of Instructional and Assessment Staff | |
| 1. Organizational Chart | |
| 1. Job Descriptions and/or Resumes of Administrators and Support Staff | |
| 1. Sample Completed Classroom Observation Form |

1. [*Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*](https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf), Appendix B [↑](#endnote-ref-2)
2. *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-2)
3. *DESE uses LACES data management system for adult education and requires programs to enter extensive student and class level data.*  [↑](#footnote-ref-3)