|  |  |
| --- | --- |
| **Adult Education Services Option**  *Check all services being proposed in this application.* | |
| * ESOL Services * Family Literacy ESOL | * ABE Services * ADP * Spanish High School Equivalency * Family Literacy ABE |

**Adult Education Services Option 3**

DESE will prioritize agencies that propose a program design that offers a minimum of 50 monthly student enrollments (a minimum grant size of $140,000 -$175,000).

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 18 pages for a total of 20 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[[1]](#footnote-2).

**Scoring Summary:**

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| --- |
| **Scoring Summary (100 points)** |
| * Part I: Program Data  1. Program Eligibility and Past Effectiveness **(10)**  * Part II: Program Budget **(5)** * Part III: Narrative Questions: Student Success and Program Capacity**(85 pts)**  1. Program Design **(20)** 2. Equitable Access **(10)** 3. Career Pathways Collaboration **(10)** 4. Curriculum, Instruction, and Assessment **(20)** 5. Advising and Student Support Services **(10)** 6. Organizational Support and Educational Leadership **(10)** 7. Fiscal and Data Accountability **(5)** |

## Program Data (10 pts)

Only programs that can demonstrate past ESOL and/or ABE services in at least one (1) of the following fiscal years, FY19, FY20 and /orFY21 are eligible to apply. The responses in question 1 have *a total point value of* ***10 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 (10 points)**

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

1. Complete Program Eligibility and Past Effectiveness chart in **Appendix A** to summarize the agency’s past experience and effectiveness in providing adult education services. All data submitted must be verifiable and auditable. **(5 pts)**
2. 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).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

**(5 pts)**

*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 FY19-FY23 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions.*](https://www.doe.mass.edu/acls/abeprogram/) **If the cost per average monthly student enrollment exceeds the allowable threshold ($2,800-$3,500), ensure that compelling justification is provided in the Program Design narrative section in part III.**

## Class Plan and Required Program Information (85 pts)

*The seven narrative sections that follow have a total point value of* ***85 points and may not exceed 18 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:*** *If the cost* per average monthly student enrollment *exceeds the allowable threshold ($2,800-$3,500), 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/ ADP/Spanish HSE, family literacy), number of monthly student enrollments, 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 (in-person, hybrid, remote);
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*** *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 proposed adult education services. If any part of the proposed services is subcontracted, include a Memorandum of Agreement for the subcontracted services in **Appendix B**.  **(5 pts)**
2. **Equitable Access (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. 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 diverse populations, serving *shared customers,* and assisting with referrals to outside agencies and non-ESE funded services, within the agency and/or community; and
3. describe how the program creates an environment that is welcoming, inclusive, and provides students with the tools to navigate systems designed to advantage the dominant culture.
4. **Career Pathways Collaboration (10 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 to create a seamless system of adult education and workforce preparation and training services in each local area. Provide examples of **(10 pts)**:
2. activities carried out with the local partners identified in the [**Partnership Overview**](#partnershipoverview) **in Appendix C** (and within the agency[[2]](#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 *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.
4. **Curriculum, Instruction and Assessment (20 points)**

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

* 1. Describe how the program curriculum **(10pts)**:
* 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
* addresses or will address the implementation of the [*Essential Components of Reading Instruction*](#Essential) in ABE classes and/or *civics education* in ESOL classes
* integrates *digital literacy*
* integrates workforce preparation activities
* integrates diverse and culturally sensitive materials.
  1. Provide examples of instructional strategies used to **(5pts)**:
* differentiate instruction to meet individual students’ needs,
* serve individuals with disabilities including learning disabilities.
  1. Describe how the formative and summative assessments are used to inform instruction and measure student progress. **(5 pts)**

1. **Advising and Student Support Services (10 points)**

**MA Indicator of Program Quality 7 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 **(10pts)**:
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.
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[[3]](#footnote-4) to assist out-of-school youth and adult learners (with priority given to shared customers) in pursuing viable career pathways options.

1. **Organizational Support and Educational Leadership (10 points)**

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

1. Identify key organizational and program educational leaders[[4]](#footnote-5) (e.g., executive director, adult education director, program coordinator, advisors) 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. Submit an organizational chart in **Appendix D** that illustrates how the proposed adult education program fits into the overall organizational structure, attached resumes and job descriptions (program director, advisor, teachers) in **Appendix E**. **(5pts)**
2. 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. Provide a sample of a completed classroom observation form in **Appendix F**. **(5pts)**
3. **Fiscal and Data Accountability (5 points)**

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

1. Complete and upload **Appendix G, *Fiscal Overview of Adult Education Support*** *chart,* and describe the capacity of the agency to **(5pts)**:
   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[[5]](#footnote-6) 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. *Refer to the scoring rubric included with this RFP.* [↑](#footnote-ref-2)
2. *through interagency collaboration and coordination efforts* [↑](#footnote-ref-3)
3. *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-4)
4. *as shown in the submitted organizational chart* [↑](#footnote-ref-5)
5. *DESE uses LACES data management system for adult education and requires programs to enter extensive student and class level data.*  [↑](#footnote-ref-6)