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| **Name of Grant Program:** Adult Education: Primary Instruction by Volunteers | **Fund Code:** 287 |

Applicants must submit all required forms and respond to all questions. The responses to the narrative prompts 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 a font no smaller than Arial 10 font, with one-inch margins on all sides.

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| PART III – REQUIRED PROGRAM INFORMATION |

1 - Program Design (IPQ 1) (15 points)

1. Project the number of students who will be served annually. Provide the rationale for this projection. In the Planned Volunteer Tutors and Tutor-Student Matches Form (appendix C), provide the planned number of active volunteer tutors and active volunteer-student matches that the applicant will maintain at all times. (5 points)
2. Identify the data sources used in determining the need for primary instruction by volunteers for adults eligible for services. Identify the locations in the cities and or towns where the volunteer services are proposed to be delivered. Provide a list (appendix D) of participating CALCs. Project the number of students for each location. Provide a map (appendix E) that indicates where services will be available. (5 points)
3. Describe how the roles and responsibilities of the volunteer program are structured to ensure ongoing communication between sites and the central office in support of uniform delivery of high-quality services. (5 points)
4. - Equitable Access (IPQ 2) (15 points)
5. Identify the target population that is most in need of receiving literacy and or ESOL instruction from volunteer tutors and provide a rationale for why you propose to serve this population. Describe how the proposed services will impact historically marginalized students. Explain how you will serve individuals who have low levels of literacy skills, low levels of digital literacy skills, those who are English learners, and those who are individuals with disabilities. (5 points)
6. Describe the protocols the applicant will use to recruit, screen, and orient volunteer tutors, and match them with students so that tutors will reflect the diversity of the students served. (5 points)
7. Describe strategies the program has in place to ensure consistent delivery of high-quality instructional services, including advising. (5 points)

3 - Curriculum (IPQ 4) - 5 points

1. Describe to what extent the curricula are aligned with the CCRSAE and/or the MA ELPS, are informed by student voice, life experiences and prior knowledge. (5 points)

4 - Instruction and Assessment (IPQ 5) (15 points)

1. What instructional and formative assessment strategies will be employed to move students through educational functioning level (EFL) levels and towards high school equivalency (HSE) credential attainment and post-secondary education or training enrollment? (10 points)
2. Describe your process for the administration of standardized assessments to students at all sites and how you will ensure test reliability and data accuracy. (5 points)

5 – Student Progress (IPQ 6) -- Past Performance Data (10 points)

Complete and submit auditable data in the table below. Note that programs with no prior experience offering primary instruction by volunteers or that annually served fewer than 500 students in the last three years by primary instruction by volunteers are ineligible to apply. Provided data must be verifiable by ACLS. The completed table will be used for two purposes:

a. to determine eligibility for which past performance is a requirement to be funded as a provider of Primary Instruction by Volunteers and

b. to assess the experience of a Primary Instruction by Volunteers applicant regarding delivery of effective volunteer tutoring services.

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| **Service type**  **(as applicable)** | **A** | **B** | **C** | **D** | **E** |
|  | Provide data for each of three years | Number of students served through tutors | Avg. hours of participation (per student) | Number EFL completions | High school credential completion (if applicable) |
| Basic skills | FY 22 |  |  |  |  |
| Pre-ASE | FY 22 |  |  |  |  |
| ASE | FY 22 |  |  |  |  |
| ESOL | FY 22 |  |  |  |  |
| Basic skills | FY 21 |  |  |  |  |
| Pre-ASE | FY 21 |  |  |  |  |
| ASE | FY 21 |  |  |  |  |
| ESOL | FY 21 |  |  |  |  |
| Basic skills | FY 20 or FY 19\* |  |  |  |  |
| Pre-ASE | FY 20 or FY 19\* |  |  |  |  |
| ASE | FY 20 or FY 19\* |  |  |  |  |
| ESOL | FY 20 or FY 19\* |  |  |  |  |
| ALL SERVICE TYPES | TOTAL |  |  |  |  |

\*= Because the pandemic began in FY20 and reduced enrollment for many programs, you may choose to use FY19 data instead of FY20 data.

Using your data from the table above, describe your success relevant to the delivery of adult education services and instruction by means of Primary Instruction by Volunteers through tutors. Please provide your definition of student. (10 points)

6 - Advising and Student Support (IPQ 7) (5 points)

1. Provide an example of the Memoranda of Agreement (MOA) to be used with collaborating CALCs for the referral and transition of students in two ways (appendix F). Describe how a) students who seek or would benefit from classroom-based instruction will be transferred to a CALC and b) how students no longer able to receive classroom-based instruction will be referred to tutoring services. Include in the MOA how the volunteer program will work with students on the waitlist. (5 points)

7 - Organizational Leadership (IPQ 8) (10 points)

1. Describe the organization’s capacity to manage the grant for which it is applying. Provide a summary of the organization’s overall budget and its experience in effectively managing federal and state grants. (5 points)
2. Describe the organization’s governing board and the structure of the organization’s statewide network of volunteer services. (5 points). Attach appendix A (roster of board officers and members, with any relationships to agency staff noted and Organizational Chart). Provide an overview of the organization’s financial support to the PIV program.

8 - Educational Leadership (IPQ 9) and Career Pathways Collaboration (IPQ 3) (15 points)

1. Describe how the organization will ensure that key volunteer staff have the qualifications needed to carry out their responsibilities effectively. (5 points). Attach appendix B (current job descriptions and minimum required qualifications).
2. How will the effectiveness of the primary instruction by volunteers’ program be evaluated? How will the program’s leadership ensure that the program maximizes student outcomes as defined by educational functioning level (EFL) completion, high school equivalency (HSE) credential obtainment and post-secondary education or training? (5 points)
3. Describe how the proposed services will align with the Local Workforce Development Plan Packages in the collaborating workforce development areas where the volunteer services will be offered. (5 points)

9 - Fiscal and Data Accountability (IPQ 10) (10 points)

Organizations that accept funds (i.e., a contract, a grant) from DESE are accountable for spending public funds appropriately, maintaining sound stable financial conditions, and operating in a financially responsible and transparent manner with data integrity.

1. Describe your agency’s data management processes to collect, maintain, and report data on tutor-student matches and student outcomes. Identify the staff responsible for collecting and entering data in the Department of Elementary and Secondary Education’s web-based planning and reporting system, LACES. (5 points)
2. Who trains and supervises these staff? Who provides oversight and ensures that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements? How does the program use reported data to monitor performance (participation and outcomes)? (5 points)