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| **Name of Grant Program:** FY2024-FY2028 Open and Competitive Requests for Proposals (RFPs) for Adult Education and Family Literacy Services  | **Fund Code:** 340, 345, 359  |

**Part V – Required Information: Narrative for CALC Applicants (100 points)**

Applicants must submit all required forms and respond to all questions. The responses to the ten narrative prompts may not exceed 25 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.

**Pages that exceed the above page limits will NOT be reviewed.** The executive summary, appendices, the class/service plan, and budget workbook are NOT included in these page limits.

The ten narrative sections that follow have a value of **100 points.** The responses to the ten narrative prompts may not exceed 25 pages.

Data and information provided in required documents, or in documents uploaded in one section, may also be referenced for consideration in another section. Each narrative section will be scored using the Scoring Rubric.

**NOTE:** As required by 34 CFR 463.20(d)(4), MassHire local workforce development boards will review the responses provided for: 1. **Program Design**, 2. **Equitable Access**, and 3. **Career Pathways Collaborations** for alignment with the local plan using the **Local Plan Alignment** **Form** found under Additional Information.

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| **Scoring Summary (Total Points 100)** |
| 1. **Program Design/Budget** (10 pts)
2. **Equitable Access** (10 pts)
3. **Career Pathways Collaborations** (5 pts)
4. **Curriculum** (10 pts)
5. **Instruction and Assessment** (15 pts)
 | 1. **Student Progress** (15 pts)
2. **Advising and Student Support Services** (10 pts)
3. **Organizational Support** (10 pts)
4. **Educational Leadership** (10 pts)
5. **Fiscal and Data Accountability** (5 pts)
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1. **Program Design (10 points)**

*MA Indicator of Program Quality 1 and WIOA Considerations 1,5,6,7,11, and 13*

Review “Chapter 1: Indicator 1: Program Design” in the [FY24-FY28 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions](https://www.doe.mass.edu/acls/abeprogram/default.html).

## Complete the class/service plan (Appendix A) and the Part II Budget Workbook.

## Describe in detail the services, provide rationale for the various components, and justify the average monthly cost per enrollment. Responses should:

* Describe the target population and propose the number of participants (as defined in the FY24 Policy Manual) to be enrolled each month (average monthly enrollment).
* Clearly identify in the class/service plan and in this response the proposed direct service activities for which you are applying for funds and those activities supported by other funding sources.
* Describe how the overall proposed services (the direct service activities for which you are applying for funds and those activities supported by other funding sources) provide the intensity, flexibility, quality, and rigor to ensure that all students—particularly those eligible individuals who have low levels of literacy skills, those who are English learners, and those who are individuals with disabilities—persist and achieve measurable skills gains.
* Describe how the proposed services will impact historically marginalized[[1]](#endnote-2) students.
* If applicable, identify subgrantees providing direct services and describe the opportunities and value that they add.
1. **Equitable Access (10 points)**

*MA Indicator of Program Quality 2 and WIOA Considerations 1 and 2*

* 1. Describe student recruitment, outreach, and how the program will create a welcoming environment to all students and/or the subpopulation the program commits to serve based on their mission (e.g., homeless, out-of-school youth, families with children). (5 points)
* Describe how the program will collaborate with local area partners to facilitate equitable access to services for eligible individuals, including, but not limited to, prioritizing diverse populations, serving shared customers, and assisting with referrals to outside agencies and non-DESE funded services, within the agency and/or community.
* Provide examples that show how your program is inclusive of students’ diverse backgrounds and conducive to learning for all eligible students. If your program targets serving individuals with specific barriers, including those who have been historically marginalizedi, provide examples of how it creates a unique environment that allows this group to reach their full potential.
	1. Provide an analysis of your current qualitative and quantitative data using an antiracism, diversity, equity, and inclusion lens (including, but not limited to, gender identity, sexual orientation, race, color, national origin, religion, disability, and age) and describe how the program will address any exposed disparities in students’ educational experiences and outcomes. (5 points)
* In Appendix B (GEPA statement), describe how the agency/organization will ensure equitable access to services and participation of adult learners, teachers, and other beneficiaries with special needs in the program year 2024-2025. For details, refer to the [federal GEPA guidance](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf). This document can be an official statement from the parent organization or fiscal agent.
1. **Career Pathways Collaboration (5 points)**

*MA Indicator of Program Quality 3 and WIOA Considerations 4 and 10*

* 1. Identify priority occupations based on your local plan and most recent workforce data. Describe your program’s approach for developing career pathways to those occupations. Be specific in how you will address employment opportunities for BIPOC students and WIOA priority populations (e.g., out of school youth, justice-involved individuals). (2.5 points)
	2. Describe current partnerships with higher education institutions, WIOA core partners, community organizations, and employers that support career pathway programming in your local workforce area. (2.5 points)
* Speak to the accomplishments of the current partnerships, collaborations, and/or innovative projects that effectively met the needs of students in your program including activities that support joint efforts in serving shared customers. Provide examples and disaggregated data for all students including BIPOC and WIOA priority populations to corroborate student impact.
* Describe future goals and activities planned to strengthen existing collaborations or to establish new partnerships in the local workforce area in the next two to three years. Address your role in fulfilling the agreements specified under the local MassHire MOU. Include letters of support from up to four partners that clearly speak to the identified goals in Appendix C.

*(****NOTE:*** *All recipients of AEFLA funding must participate in and sign local MassHire workforce area MOU.)*

1. **Curriculum (10 points)**

*MA Indicator of Program Quality 4 and WIOA Considerations 1, 2, 8, and 13*

* 1. Identify staff responsible for curriculum quality, alignment, and implementation, and describe how the program ensures that the curriculum is:
	+ Aligned to the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) and/or the [MA ELPS](https://www.doe.mass.edu/acls/frameworks/elps.pdf) for all content areas and levels
* Vertically and horizontally aligned to ensure instructional coherence
* Informed by data
* Informed by student choice and voice
* Informed by students’ life experiences and prior knowledge
* Implemented by teaching staff at all levels (5 points)
	1. Describe how the program’s curriculum is contextualized to adult learners’ needs and strengths, reflective of diverse cultures and perspectives[[2]](#endnote-3), and responsive to the needs of all learners, particularly to the needs of (where applicable):
* English learners in ABE classes
* Students with learning differences
* Students with limited or interrupted formal education
* Historically marginalizedi students (5 points)
1. **Instruction and Assessment (15 points)**

*MA Indicator of Program Quality 5 and* [*WIOA Considerations 1, 2, 5, 6, 7, 8*](https://www.doe.mass.edu/acls/accountability/program-quality/considerations.html)*, and 13*

* 1. Describe how the program incorporates research- and evidence-based practices (including, but not limited to, [evidence-based reading instruction](https://www.doe.mass.edu/acls/rfp/star.html), second language acquisition, mathematical practices, culturally responsive and sustaining teaching) into instruction to ensure all students are able to access rigorous content and achieve substantial learning gains. Identify staff responsible for ensuring rigorous instruction in the program. Describe how the program:
* Contextualizes instruction and incorporates workforce preparation activities to prepare students for postsecondary education, training, and family sustaining employment
* Incorporates civics education to equip students with the knowledge and skills necessary to effectively participate in democratic life
* Identifies and supports students with learning differences
* Employs instructional strategies that will advance diversity, equity, and inclusion, particularly racial equity (5 points)
	1. Describe how the program’s curriculum and instruction embed technology to support students in developing [digital literacy](https://www.doe.mass.edu/acls/frameworks/DigitalLiteracy.html) skills necessary to thrive in the 21st century workplace, education, and community contexts. Identify staff qualified to support digital literacy integration for students. (5 points)
	2. Identify staff responsible for overseeing assessment and describe how the program engages all relevant stakeholders to ensure a comprehensive assessment system and how it uses assessment data to:
* Inform curriculum development and instructional planning
* Measure student growth, adjust instruction, and provide individualized supports
* Discuss progress and develop next steps with students
* Increase teacher effectiveness and collaboration (5 points)
1. **Student Progress– Past Effectiveness (15 points)**

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

All points for this prompt are based on the data submitted in Part III, Adult Education Data workbook.

Compete the workbook. Then copy and paste **6. Student Progress– Quantitative Past Effectiveness** table as your response to this prompt.

All partners in a consortium must complete their own workbook. The lead agency or organization will then copy and paste the table into the section of the narrative. DESE reviewers will average the total points.

Finally, submit the completed Adult Education Data workbook for review as Part III. Lead members of consortia must submit workbooks for all partners.

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

*MA Indicator of Program Quality 7 and WIOA Considerations 10 and 11*

* 1. Describe how the agency will deliver effective and equitable advising in collaboration with local area partners (such as MassHire Career Centers, institutions of higher education, job training programs, businesses, industry, labor organizations, and local WIOA and community agencies) to help students achieve academic performance targets and support their transition to postsecondary education, job training, apprenticeship, or employment. (5 points)

*(NOTE: If family literacy support services are planned, provide evidence that they are intended to support family members’ participation in the educational development of their children.)*

* 1. Describe how the agency will connect students with available social service resources in the community (such as childcare, transportation, mental health services, and other WIOA and social service agencies) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (5 points)
1. **Organizational Support (10 points)**

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

* 1. Describe the supports provided by the parent organization of the AE program as it relates to diversity (staffing policies/practices), equity (hiring, compensation, etc.) and inclusion (staffing policies/practices).
* Describe how the adult education program fits into the agency’s overall structure and in Appendix D provide the agency’s organizational chart. (5 points)
* Describe diversity among current adult education staff. Attach current key adult education program staff resumes (staff with supervisory responsibilities and staff with critical program roles, e.g., director, coordinator, assessment specialist, lead instructors, advisors) and job descriptions in Appendix E. (5 points)
	1. Federal ([2 CFR 200.306(b)](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/section-200.306#p-200.306(b))) and state funds are not intended to support all the costs associated with carrying out all grant activities. Therefore, DESE requires grantees to contribute at least 20% monetary (non-federal, non-state dollars used to provide adult education and literacy activities) and/or in-kind match (e.g., infrastructure, facilities, and utilities costs). (5 points)
* Describe the parent agency’s commitment to supporting the adult education program, including, but not limited to, those outlined in the match budget narrative. Provide the revenue sources in place to sustain this support.
1. **Educational Leadership (10 points)**

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

* 1. Identify program leaders and their roles. Describe how the leadership will use [the adult education professional standards](https://www.doe.mass.edu/acls/edueffectiveness/) to ensure teacher effectiveness. Identify staff responsible for classroom observations and describe the process to ensure regular classroom observations and teachers’ continuous learning to improve their professional practices. (5 points)
		+ Submit one completed ESOL teacher observation tool and one completed ABE/ASE teacher observation tool (as applicable) as Appendix F *(exclude any personally identifiable information from the form).*
		+ Address with examples how the leadership supports professional growth for all staff. Be specific as to what professional development opportunities staff participated in the past that resulted in improved practices and/or student outcomes. Describe how future professional development opportunities will be supported and available to all staff.
	2. Describe how the leadership will engage staff and students in a continuous improvement planning process informed by program data so that it leads to improved student outcomes. Provide examples of past activities and future goals for program improvement. (5 points)
1. **Fiscal and Data Accountability (5 points)**

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

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.

Describe your agency’s data management processes to collect, maintain, and report student data and outcomes. Complete responses will address or respond to the following:

* Identify the staff responsible for collecting and entering data before, during, and after enrollment. The staff and hours should be identifiable in the budget narrative.
* 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? Are these staff and hours in the proposed budget? Where?
* How does the program use reported data to monitor performance (participant enrollments and outcomes)?
* In Appendix G, Fiscal Overview, provide an overview of the agency’s financial support to the AE program.

*NOTE: DESE reserves the right to evaluate applicants through a site visit prior to issuing a Grant Award Notification.*

1. historically marginalized include, but are not limited to, our students who are black, indigenous, and people of color (BIPOC), multilingual, living in poverty, have disabilities, and are LGBTQ. [↑](#endnote-ref-2)
2. Diversifying curriculum means diversity in authors and content. [↑](#endnote-ref-3)