|  |  |
| --- | --- |
| **Name of Grant Program:** MassSTEP ABE and MassSTEP ESOL | **Fund Code:** 671/661/359 |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

|  |  |
| --- | --- |
| **MassSTEP ABE** | |
| 1. Program Design (20 Points) | 5. Advising and Support Services (15 Points) |
| 1. Adult Education (20 Points) | 6. Student Success (10 Points) |
| 1. Workforce Preparation Activities (20 Points) | 7. Budget (5 Points) |
| 1. Workforce Training (15 Points) |  |

Applicants must respond to all narrative response prompts. The narrative response may not exceed 10 pages. Pages that exceed the page limit will not be reviewed.Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in Arial 10 point font, with 1" margins. The curriculum sample does not count toward the 10-page limit. The total points available is 105.

1. **PROGRAM DESIGN (20 Points)**

Complete the table below.

|  |  |
| --- | --- |
| **OVERVIEW** | |
| Program Title: |  |
| Occupation(s)[[1]](#footnote-2): |  |
| Adult Education Provider: |  |
| Workforce Training Provider: |  |
| Employer Partner(s): |  |
| Other Partner: |  |
| SPL or GLE[[2]](#footnote-3) levels: |  |
| Industry-Recognized Credential(s): |  |

(Add more rows as necessary)

**Weekly Schedule**

Please record the proposed schedule in the table below. Add, delete, and/or revise the rows and/or columns as necessary. For example, if the proposed program is a Monday – Thursday evening program, delete the Friday and Saturday columns and revise the times in the time column to indicate evening hours. See a sample schedule below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** | ***Friday*** | ***Saturday*** |
| 9:00 AM – 10:00 AM |  |  |  |  |  |  |
| 10:00 AM – 11:00 AM |  |  |  |  |  |  |
| 11:00 AM – 12:00 PM |  |  |  |  |  |  |
| 12:00 PM – 1:00 PM |  |  |  |  |  |  |
| 1:00 PM – 2:00 PM |  |  |  |  |  |  |
| 2:00 PM – 3:00 PM |  |  |  |  |  |  |
| 3:00 PM – 4:00 PM |  |  |  |  |  |  |
| 4:00 PM – 5:00 PM |  |  |  |  |  |  |

Total number of weeks per cohort:

1. Describe the program in a manner that demonstrates that the learning objectives of the adult education, workforce preparation activities, and workforce training components will work together as a single set of learning objectives[[3]](#footnote-4) and occur simultaneously in order to ensure that students earn a high school credential (HiSET or GED) and/or document significant academic gains (via MAPT or TABE). (5 Points)
2. Describe and provide a rational for the instructional delivery approach[[4]](#footnote-5). (10 Points)
3. Describe how the proposed program is aligned to the local [WIOA plan](https://www.mass.gov/service-details/wioa-local-plan-packages) and how participants advance along the career pathway. (5 Points)

1. **ADULT EDUCATION INSTRUCTION (20 Points)**

Applicants must submit in **Appendix B** a curriculum sample representative to support answers to the questions below. The curriculum sample must not exceed five pages. Applicants must reference this sample in their response to the extent possible.

1. Describe how the program ensures that the curriculum is aligned to the [*College and Career Readiness Standards for Adult Education (CCRSAE)*](https://www.doe.mass.edu/acls/frameworks/frameworks.html). Describe how the curriculum sample is an example of such alignment. (10 Points)
2. Describe how the adult education curriculum was contextualized to the program occupation and developed to meet the needs of Pre-ASE/ASE learners to help them earn a high school credential and/or make academic gains. Reference the curriculum sample in the response. (5 Points)
3. Describe the opportunities for remote instruction, digital literacy, and remote assessments for credential attainment. (5 Points)
4. **WORKFORCE PREPARATION ACTIVITIES (20 Points)**
5. Describe the employability and career readiness skills that will be taught.[[5]](#footnote-6) (5 Points)
6. Describe how the activities will be designed to help students acquire self-management skills, including competencies in utilizing resources, digital literacy, using information, working with others, and understanding systems. (10 Points)
7. Describe any business management and entrepreneurship knowledge and skills that will be taught.[[6]](#footnote-7) (5 Points)
8. **WORKFORCE TRAINING (15 Points)**

Applicants must submit in **Appendix C** a curriculum sample representative to support answers to the questions below. The curriculum sample must not exceed five pages. Applicants must reference this sample in their response to the extent possible.

1. Describe how the workforce training curriculum has been customized to meet the needs of Pre-ASE/ASE learners. Reference the curriculum sample in the response. (10 Points)
2. Provide an overall summary of the workforce training curriculum, including the names of and number of units, as well as how it incorporates occupationally relevant materials and hands-on learning. Reference the curriculum sample in the response. (5 Points)
3. **ADVISING AND SUPPORT SERVICES (15 Points)**
4. Describe how the agency will deliver advising to meet students’ needs and help them to achieve the program industry-recognized credential(s) and occupation. In addition, describe how career advisors/counselors will guide and support students with their career planning specific to the career pathway. (10 Points)
5. Describe how the agency will deliver support services in collaboration with available resources in the community (such as childcare, transportation, mental health services, and other social services) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (5 Points)
6. **STUDENT SUCCESS (10 Points)**
7. Describe the agency’s capacity to place students in the targeted occupation(s). Reference the employer letter(s) of response. (5 Points)
8. Describe how the program will be evaluated and how the results will be presented to stakeholders. (5 Points)
9. **BUDGET**
10. Complete and submit the Part II Budget Workbook consistent with policy, allowable costs, and fiscal requirements for this grant. (5 Points)

|  |  |
| --- | --- |
| **MassSTEP ESOL** | |
| 1. Program Design (20 Points) | 5. Advising and Support Services (15 Points) |
| 1. ESOL and Civics Education (20 Points) | 6. Student Success (10 Points) |
| 1. Workforce Preparation Activities (20 Points) | 7. Budget (5 Points) |
| 1. Workforce Training (15 Points) |  |

Applicants must respond to all narrative response prompts. The narrative response may not exceed 10 pages. Pages that exceed the page limit will not be reviewed.Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in Arial 10 point font, with 1" margins. The total points available is 105.

1. **PROGRAM DESIGN (20 Points)**

Complete the table below.

|  |  |
| --- | --- |
| **OVERVIEW** | |
| Program Title: |  |
| Occupation(s)[[7]](#footnote-8): |  |
| Adult Education Provider: |  |
| Workforce Training Provider: |  |
| Employer Partner(s): |  |
| Other Partner: |  |
| SPL or GLE[[8]](#footnote-9) levels: |  |
| Industry-Recognized Credential(s): |  |

(Add more rows as necessary)

**Weekly Schedule**

Please record the proposed schedule in the table below. Add, delete, and/or revise the rows and/or columns as necessary. For example, if the proposed program is a Monday – Thursday evening program, delete the Friday and Saturday columns and revise the times in the time column to indicate evening hours. See a sample schedule below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** | ***Friday*** | ***Saturday*** |
| 9:00 AM – 10:00 AM |  |  |  |  |  |  |
| 10:00 AM – 11:00 AM |  |  |  |  |  |  |
| 11:00 AM – 12:00 PM |  |  |  |  |  |  |
| 12:00 PM – 1:00 PM |  |  |  |  |  |  |
| 1:00 PM – 2:00 PM |  |  |  |  |  |  |
| 2:00 PM – 3:00 PM |  |  |  |  |  |  |
| 3:00 PM – 4:00 PM |  |  |  |  |  |  |
| 4:00 PM – 5:00 PM |  |  |  |  |  |  |

Total number of weeks per cohort:

1. Describe the program in a manner that demonstrates that the learning objectives of the ESOL and civics education[[9]](#footnote-10) instruction, workforce preparation activities, and workforce training components will work together as a single set of learning objectives[[10]](#footnote-11) and occur simultaneously in order to improve students’ knowledge and skills in reading, writing, speaking, listening, mathematics, and civics. (5 Points)
2. Describe and provide a rational for the instructional delivery approach[[11]](#footnote-12). (10 Points)
3. Describe how the proposed program is aligned to the local WIOA plan and how participants advance along the career pathway. (5 Points)
4. **ESOL AND CIVICS EDUCATION (20 Points)**

Applicants must submit in **Appendix B** an excerpt or sample curriculum sample representative to support answers to the questions below. The curriculum sample must not exceed five pages. Applicants must reference this sample curriculum in their response.

1. Describe how the program ensures that the curriculum is aligned to the [*Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS)*](https://www.doe.mass.edu/acls/frameworks/frameworks.html) and how it was contextualized to meet the needs of ESOL learners. Describe how the curriculum sample is an example of such alignment. (10 Points)
2. Describe the civics education component, including a description of when and how individual rights and responsibilities, civic participation, forms of government, and other civics topics will be taught. (5 Points)
3. Describe the opportunities for remote instruction, digital literacy, and remote assessments for credential attainment. (5 Points)

**3.**  **WORKFORCE PREPARATION ACTIVITIES (20 Points)**

1. Describe the employability and career readiness skills that will be taught.[[12]](#footnote-13) (5 Points)
2. Describe how the activities will be designed to help students acquire self-management skills, including competencies in utilizing resources, digital literacy, using information, working with others, and understanding systems. (10 Points)
3. Describe any business management and entrepreneurship knowledge and skills that will be taught.[[13]](#footnote-14) (5 Points)
4. **WORKFORCE TRAINING (15 Points)**

Applicants must submit in **Appendix C** a curriculum sample representative to support answers to the questions below. The curriculum sample must not exceed 5 pages. Applicants must reference this sample in their response to the extent possible.

1. Describe how the workforce training curriculum has been customized to meet the needs of ESOL learners. Reference the curriculum sample in the response. (10 Points)
2. Provide an overall summary of the workforce training curriculum, including the names of and number of units, as well as how it incorporates occupationally relevant materials and hands-on learning. Reference the curriculum sample in the response. (5 Points)
3. **ADVISING AND SUPPORT SERVICES (15 Points)**
4. Describe how the agency will deliver advising to meet students’ needs and help them to achieve the program industry-recognized credential(s) and occupation. In addition, describe how career advisors/counselors will guide and support students with their career planning specific to the career pathway. (10 Points)
5. Describe how the agency will deliver support services in collaboration with available resources in the community (such as childcare, transportation, mental health services, and other social services) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (5 Points)
6. **STUDENT SUCCESS (5 Points)**

1. Describe the agency’s capacity to place students in the targeted occupation(s). Reference the employer letter(s) of response. (5 Points)
2. Describe how the program will be evaluated and how the results will be presented to stakeholders. (5 Points)
3. **BUDGET**
4. Complete and submit the Part II Budget Workbook consistent with policy, allowable costs, and fiscal requirements for this grant. (5 Points)

**SAMPLE SCHEDULE (ADVANCED MANUFACTURING)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| 9:00 AM – 11:00 AM | Contextualized ESOL (or ELA) | Contextualized Math | Contextualized ESOL (or ELA) | Contextualized  Math |
| 11:00 AM – 12:00 PM | Workforce Preparation | Workforce Preparation | Workforce Preparation | Workforce Preparation |
| 12:00 PM – 12:30 PM | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM – 2:30 PM | Machinist Class | Machinist Class | Machinist Class | Machinist Class |

Total number of weeks per cohort: 12

Note: For more examples of schedules, visit: [Directory of MassSTEP Programs and Profiles - Adult and Community Learning Services (ACLS)](https://www.doe.mass.edu/acls/MassSTEP/profiles/)

1. The occupation or occupations students will qualify for upon completion of the program. [↑](#footnote-ref-2)
2. Speaking Performance Level (SPL) and Grade Level Equivalence (GLE). MassSTEP ABE programs must be at GLE 4-8 and/or GLE 9-12. [↑](#footnote-ref-3)
3. For help with single set of learning objectives, see the Single Set of Learning Objectives Template in the [IET Planning Tool](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Farticulateusercontent.com%2Frise%2Fcourses%2Fnxi0_RBuCDhI5Iuc1UxpStub58owiKYs%2FPJhaFwbT4iVeDCYq-IET_Planning_Tool.docx&wdOrigin=BROWSELINK), pages 20-21. This template is part of the [IET Toolkit](https://rise.articulate.com/share/D1_uikGxQHKKNq8IOY7mzYL8vpGWG7vE#/). [↑](#footnote-ref-4)
4. For help with instructional delivery approach, see [2.2 Design the Program Structure, IET Toolkit](https://rise.articulate.com/share/D1_uikGxQHKKNq8IOY7mzYL8vpGWG7vE#/lessons/2y0J0UPlUKlz0uV3O0OjHALgeGwBiOhN). [↑](#footnote-ref-5)
5. See Massachusetts Department of Elementary and Secondary Education[*Vocational Technical Education Framework, Strand Four, Employability and Career Readiness Knowledge and Skills*](https://www.doe.mass.edu/ccte/cvte/frameworks/strand4.pdf). [↑](#footnote-ref-6)
6. See Massachusetts Department of Elementary and Secondary Education [*Vocational Technical Education Framework, Strand Five, Management and Entrepreneurship Knowledge and Skills*](https://www.doe.mass.edu/ccte/cvte/frameworks/strand5.pdf). [↑](#footnote-ref-7)
7. The occupation or occupations students will qualify for upon completion of the program. [↑](#footnote-ref-8)
8. Speaking Performance Level (SPL) and Grade Level Equivalence (GLE). MassSTEP ABE programs must be at GLE 4-8 and/or GLE 9-12. [↑](#footnote-ref-9)
9. An educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. Civics education classes introduce students to civics-related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. (Note: Civics education is a required component of English for Speakers of Other Languages (ESOL) and Integrated English Language and Civics Education (IELCE) services.) [↑](#footnote-ref-10)
10. For help with single set of learning objectives, see the Single Set of Learning Objectives Template in the [IET Planning Tool](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Farticulateusercontent.com%2Frise%2Fcourses%2Fnxi0_RBuCDhI5Iuc1UxpStub58owiKYs%2FPJhaFwbT4iVeDCYq-IET_Planning_Tool.docx&wdOrigin=BROWSELINK), pages 20-21. This template is part of the [IET Toolkit](https://rise.articulate.com/share/D1_uikGxQHKKNq8IOY7mzYL8vpGWG7vE#/). [↑](#footnote-ref-11)
11. For help with instructional delivery approach, see [2.2 Design the Program Structure, IET Toolkit](https://rise.articulate.com/share/D1_uikGxQHKKNq8IOY7mzYL8vpGWG7vE#/lessons/2y0J0UPlUKlz0uV3O0OjHALgeGwBiOhN). [↑](#footnote-ref-12)
12. See Massachusetts Department of Elementary and Secondary Education[*Vocational Technical Education Framework, Strand Four, Employability and Career Readiness Knowledge and Skills*](https://www.doe.mass.edu/ccte/cvte/frameworks/strand4.pdf). [↑](#footnote-ref-13)
13. See Massachusetts Department of Elementary and Secondary Education [*Vocational Technical Education Framework, Strand Five, Management and Entrepreneurship Knowledge and Skills*](https://www.doe.mass.edu/ccte/cvte/frameworks/strand5.pdf). [↑](#footnote-ref-14)