

**2025–30 Adult Education Family Literacy Act (AEFLA) Programs  
Local Workforce Development Board (LWDB) Reviewers’ Scoring Rubric**

**Consideration 1. Commitment to Serve the Individuals in Need**

The SCDE will consider the degree to which the applicant (eligible provider) would be responsive to—

- a. regional needs as identified in the local plan under the [WIOA section 108](#) (local workforce development board plan); and
- b. serving individuals in the community who were identified in the specific local plan as most in need of adult education and literacy activities, including individuals—
  - i. who have low levels of literacy skills or
  - ii. who are English Language Learners (ELLs).

**1.a.** The applicant must provide a narrative that

- describes the population to be served by the proposed program, applying local and regional demographics;
- provides evidence of the need for such a program in the service delivery area using quantitative and/or qualitative data;
- includes but is not limited to,
  - levels of educational attainment, including data on individuals with low literacy levels and ELLs in the community, and
  - labor market information including
    - current unemployment data,
    - short- and long-term employer needs,
    - high school graduation rates,
    - postsecondary enrollment and completion;
    - for Family Literacy only, families where the head of household lacks a high school diploma or equivalent; and
- cites sources.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>
<b>Reviewer’s Comments</b>

**1.b.** The applicant must provide a narrative that

- identifies and reviews the most current LWDB plan with which the proposed program will align; and
- indicates the proposed education and workforce priorities for the program based on the local plan and community demographics.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>
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**1.c.** The applicant must provide a narrative that

- lists the specific program activities that will be provided to address the needs of individuals who will be served; and
- describes how the program will meet the needs of the community through the identified activities.
- For Corrections Education, the narrative includes how program staff will meet the needs of incarcerated individuals in correctional institutions through the identified academic programs.
- For Family Literacy, the narrative includes adult education, parent education, interactive literacy activities, and early care and education (i.e. childcare).
- For IEL/CE, the narrative focuses on the adult education and literacy activities to address the particular needs of
  - i. individuals with limited English proficiency,
  - ii. individuals pursuing citizenship, and
  - iii. individuals with multiple barriers to employment.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>

<b>Reviewer's Comments</b>

**Consideration 2. Serving Individuals with Disabilities**

The SCDE will consider the ability of the applicant/eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

**2.a.** The applicant must provide a narrative that describes how the applicant organization will identify students with disabilities and the organization's ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning), including students ages 22 and older.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>
<b>Reviewer's Comments</b>

**2.b.** The applicant must provide a narrative that describes how the applicant organization will collaborate and partner with other organizations and agencies to assist and support serving eligible individuals with disabilities.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>
<b>Reviewer's Comments</b>

**2.c.** The applicant must provide a narrative that describes the steps the applicant organization will take to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
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**Consideration 4. One-Stop System Alignment**

The SCDE will consider the extent to which the applicant/eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under [WIOA section 108](#), as well as the activities and services of the one-stop partners.

**4.a.** The applicant must provide a narrative that describes how the applicant’s activities and services will align with the strategies and goals of the LWDB’s plan and the activities and services of local SC Works Center(s), WIOA core partners, and any additional one-stop partners. At a minimum, the narrative must align the proposed program with the activities and services of the WIOA core partners.

The applicant also must provide

- a completed AEFLA Partners and Partnership Coordination Chart indicating partners and collaborative efforts that have been established or will be established with partners to meet mutual goals and strategies, and
- letters of commitment and/or MOUs/MOAs (first page and signature page only) as an attachment(s).

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>

<b>Reviewer's Comments</b>

**4.b.** The Adult Education applicant must provide a narrative that

- describes how the organization will support the services and/or operation of SC Works Center(s) and the SC Works system as described in the WIOA section 121(b)(1)(A), as appropriate and applicable, and
- includes a description of the services that will be delivered and/or received through the one-stop delivery system.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
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**4.c.** The applicant must provide a narrative that

- explains the processes and procedures the program will use for promoting and implementing student concurrent enrollment in the WIOA Title I, III and IV programs and activities as it relates to individuals in need of adult education and literacy services; and
- includes how your organization will coordinate the referral, intake, and orientation of eligible participants into core partner programs.
- For Corrections Education, the narrative focuses on incarcerated individuals.
- For Family Literacy, the narrative focuses on individuals in need of family literacy services.
- For IEL/CE, the narrative focuses on ELLs.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.

<b>Score</b>
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<b>Reviewer's Comments</b>

**Consideration 8. Contextualized Instruction**

The SCDE will consider whether the applicant's/eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

**8.a.** The applicant must provide a narrative that describes how the organization will use contextualized instruction (excluding IET) to meet the needs of area employers, workers, and jobseekers as described in the local workforce development board plan. The narrative must and include all of the following:

- i. A description of the resources, tools, and materials that will be used to deliver contextualized instruction;
- ii. Strategies and processes that will be employed to implement contextualized instruction;
- iii. Partnerships and collaborative efforts that will support contextualized instruction, including Career and Technical Education (CTE), technical colleges and other training providers;
- iv. A description of how the program will provide workforce preparation skills to individuals in need of adult education and literacy services; and
- v. A description of how the organization's contextualized instruction will support individuals acquiring skills needed to:
  - a) transition to and complete postsecondary education and training programs,
  - b) obtain and advance in employment leading to economic self-sufficiency, and
  - c) exercise the rights and responsibilities of citizenship.

- For Corrections Education, the narrative focuses on incarcerated individuals, ideally those who are likely to leave the correctional institution within five (5) years of participation in the program.
- For Family Literacy, the narrative focuses on Family Literacy participants.
- For IEL/CE, the narrative focuses on ELLs.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.

<b>Score</b>
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<b>Reviewer's Comments</b>

**8.b.** The applicant must provide a narrative that

- describes the organization's strengths in the establishment of career pathways for individuals in the community,
- describes the organization's experience the applicant has had in supporting individuals while they attend/pursue occupational training to include Career and Technical Education (CTE), technical colleges and other training providers; and
- includes examples of supportive contextualized curricula, workforce preparation activities and other supportive services.

<b>Acceptable</b>
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<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
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**8.d.** Applicants that have previously received AEFLA funding must provide a narrative that describes the OAE-approved IET program. Applicants that have **not** previously received AEFLA funding must provide a narrative that describes how the organization would develop and implement a viable IET program. For all applicants, the narrative must provide details regarding the IET program components such as:

- i. alignment of IET opportunity with local workforce needs
- ii. occupational skills training provider(s)
- iii. a description of the concurrent nature of the IET program
- iv. contextualized curricula
- v. the industry-recognized credential attached to this IET program
- vi. post-secondary education
- vii. workforce training
- viii. workforce preparation activities
- ix. apprenticeships
- x. other career pathway components.

- For Corrections Education applicants, this item is optional.
- For Family Literacy applicants, this item is optional.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.
<b>Score</b>
Adequate/Meets: <input type="checkbox"/> Inadequate: <input type="checkbox"/>
<b>Reviewer’s Comments</b>

**Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility**

The SCDE will consider:

- a. whether the applicant’s/eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways and
- b. whether the applicant’s/eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

**10. & 11.a.** Excluding the program’s planned or implemented IET program, the applicant must provide a narrative that identifies and describes the organization’s existing career pathway(s) or the plan to implement a career pathway(s) over the next program year. The narrative must describe

- i. how students will be introduced to career pathways during intake and orientation.
- ii. how the organization will coordinate activities with other available education, training, and social service resources in the community for the development of career pathways.
- iii. if the student decides to participate in a career pathway, how they will be enrolled in and/or participate in the career pathway.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.

<b>Not Acceptable</b>	
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.	
<b>Score</b>	
Adequate/Meets: <input type="checkbox"/>	Inadequate: <input type="checkbox"/>
<b>Reviewer's Comments</b>	

**10. & 11.c.** Excluding partnerships and collaborations identified in Consideration 4: One-Stop System Alignment and Consideration 8: Contextualized Instruction, the applicant must provide a narrative that lists and describes any additional strong linkages the organization will establish to support students, including individuals with disabilities or other special needs, in acquiring the skills needed to transition to and complete postsecondary education and training programs and obtain and advance in employment. The narrative must include:

- i. how these linkages will reduce student barriers and assist with student participation and program completion;
- ii. an outline of the following on the AEFLA Partners and Partnership Coordination chart to include:
  - a. the activities and/or support services to be provided by the partner,
  - b. the type of partner,
  - c. the way that activities/services will be coordinated, and
  - d. the referral process to connect students with local partner organization services.
- iii. The applicant includes letters of commitment or MOUs/MOAs (first page and signature page only) in the appendix items (program office will verify).

<b>Acceptable</b>	
<b>Adequate/Meets—0 points</b> Applicant provides information that is aligned to the LWDB plan.	
<b>Not Acceptable</b>	
<b>Inadequate—0 points</b> Applicant did not provide information that is aligned to the LWDB plan.	
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