

**Workforce Innovation and Opportunity Act (WIOA)
Adult Education and Family Literacy Act (AEFLA) Programs
2021–25 Competitive Subgrants**

Local Workforce Development Board (LWDB) Reviewing Rubric

Consideration 1. Commitment to Serve the Individuals in Need The LWDB 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)		
Consideration 1. Commitment to Serve the Individuals in Need 1.a. The applicant must describe the population to be served by the proposed program, applying local and regional demographics, and provide evidence of the need for such a program in the service delivery area using quantitative and/or qualitative data. The description should include, but not be 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, and postsecondary enrollment and completion. The applicant must cite sources. • A <u>Family Literacy</u> applicant must include families where the head of household lacks a high school diploma or equivalent.		
The applicant provides 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, and postsecondary enrollment and completion; and	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.

• cites sources. The <u>Family Literacy</u> applicant provides a narrative that includes families where the head of household lacks a high school diploma or equivalent.	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer’s Comments		
Consideration 1. Commitment to Serve the Individuals in Need		
1.b. The applicant must identify the local workforce development plan with which the proposed program will align. What are the proposed education and workforce priorities for the program based on the local plan and community demographics?		
The applicant provides a narrative that • identifies the local workforce development 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.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer’s Comments		

Consideration 1. Commitment to Serve the Individuals in Need

1.c. The applicant must list the specific program activities that will be provided to address the needs of individuals who will be served, and explain how the program will meet the needs of the community through the identified activities.

- A Corrections Education applicant must include how program staff will meet the needs of incarcerated individuals in correctional institutions through the identified academic programs.
- A Family Literacy applicant must include adult education, parent education, interactive literacy activities, and early care and education.
- IEL/CE applicant must focus on the adult education and literacy activities to address the needs of the ELL population to be served.

The applicant provides a narrative that

- lists the specific program activities that will be provided to address the needs of individuals who will be served, and
- explains how the program will meet the needs of the community through the identified activities.

Acceptable

Adequate

Applicant provides information that is aligned to the LWDB plan.

Corrections Education applicant provides a narrative that include how program staff will meet the needs of incarcerated individuals in correctional institutions through the identified academic programs.

Family Literacy applicant provides a narrative that includes adult education, parent education, interactive literacy activities, and early care and education.

IEL/CE applicant provides a narrative that focuses on the adult education and literacy activities to address the needs of the ELL population to be served.

Not Acceptable

Inadequate

Applicant did not provide information that is aligned to the LWDB plan.

Reviewer's Comments

Consideration 2. Serving Individuals with Disabilities

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

Consideration 2. Serving Individuals with Disabilities		
2.a. The applicant must describe 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). The applicant must include a copy of the organization’s policies to accommodate students and staff with disabilities as an appendix item for the main applicant’s online application.		
The applicant includes a narrative that - describes how their organization will identify students with disabilities and the organization’s ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning); and - provides a copy of the organization’s policies to accommodate students and staff with disabilities as an appendix item.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer’s Comments		
Consideration 2. Serving Individuals with Disabilities 2.b. The applicant must describe how the applicant organization will collaborate and partner with other organizations and agencies to assist and support serving eligible individuals with disabilities.		

The applicant provides 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.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		
Consideration 2. Serving Individuals with Disabilities		
2.c. The applicant must describe the steps the applicant organization will take to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.		
The applicant provides a narrative that outlines the steps the applicant organization will take to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		

Consideration 4. One-Stop System Alignment The LWDB 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.		
Consideration 4. One-Stop System Alignment 4.a. The applicant must describe how the applicant’s activities and services will align with the strategies and goals of the local workforce development board’s plan and the activities and services of local SC Work Center(s), core partners, and any additional one-stop partners. At a minimum, the applicant must align the proposed program with the activities and services of the core partners. The applicant must complete the Partners and Partnership Coordination Chart to indicate partners and collaborative efforts that have been established or will be established with partners to meet mutual goals and strategies. The applicant must include letters of commitment and/or MOUs/MOAs (first page and signature page only) as an attachment(s).		
The applicant provides a narrative that - describes how the applicant’s activities and services will align with the strategies and goals of the local workforce development board’s plan and the activities and services of local SC Work Center(s), core partners, and any additional one-stop partners; - at a minimum, aligns the proposed program with the activities and services of the core partners; and the applicant provides - a 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).	Acceptable	Adequate/Meets Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer’s Comments 		

Consideration 4. One-Stop System Alignment		
4.b. An <u>Adult Education</u> applicant <i>only</i> , must describe how the organization supports 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 include a description of the services that will be delivered and/or received through the one-stop delivery system.		
The <u>Adult Education</u> applicant provides a narrative that - describes how the organization supports 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.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		
Consideration 4. One-Stop System Alignment 4.c. The applicant must explain the processes and procedures for promoting and implementing student concurrent enrollment in the WIOA Title I programs and activities as it relates to individuals in need of adult education and literacy services and include how the organization will coordinate the referral, intake, and orientation of eligible participants into core partner programs. - A <u>Corrections Education</u> applicant must focus on incarcerated individuals. - A <u>Family Literacy</u> applicant must focus on individuals in need of family literacy services. - An <u>IEL/CE</u> applicant must focus on the ESL student population.		

The applicant provides a narrative that - explains the processes and procedures for promoting and implementing student concurrent enrollment in the WIOA Title I 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. The <u>Corrections Education</u> applicant provides a narrative that focuses on incarcerated individuals. The <u>Family Literacy</u> applicant provides a narrative that focuses on individuals in need of family literacy services. The <u>IEL/CE</u> applicant provides a narrative that focuses on the ESL student population.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		
Consideration 8. Contextualized Instruction The LWDB 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.		
Consideration 8. Contextualized Instruction 8.a. The applicant must describe how the organization will provide learning in context to meet the employment needs of area employers, workers, and jobseekers as described in the local workforce development board plan. The applicant must include all of the following: - A description of the curriculum that will be used to provide contextualized instruction including the resources, tools, and materials that will be used; - Strategies and processes that will be employed to implement contextualized instruction; - Partnerships and collaborative efforts that will support contextualized instruction;		

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. • A <u>Corrections Education</u> applicant must focus on incarcerated individuals, ideally those who are likely to leave the correctional institution within five (5) years of participation in the program. • A <u>Family Literacy</u> applicant must focus on Family Literacy participants. • An <u>IEL/CE</u> applicant must focus on the ESL student population.		
The applicant provides a narrative that describes how the organization will provide learning in context to meet the employment needs of area employers, workers, and jobseekers as described in the local workforce development board plan; including all of the following: i. A description of the curriculum that will be used to provide contextualized instruction including the resources, tools, and materials that will be used; ii. Strategies and processes that will be employed to implement contextualized instruction; iii. Partnerships and collaborative efforts that will support contextualized instruction; 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.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.

• The <u>Corrections Education</u> applicant provides a narrative that focuses on incarcerated individuals (ideally those who are likely to leave the correctional institution within five (5) years of participation in the program). • The <u>Family Literacy</u> applicant provides a narrative that focuses on Family Literacy participants. • The <u>IEL/CE</u> applicant provides a narrative that focuses on the ESL student population.	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		

Consideration 8. Contextualized Instruction

8.b. The applicant that has not previously received AEFLA funding must outline a one-year plan for development and implementation of an IET program, and include how the organization plans to develop and implement the three required components of an IET (adult education and literacy, workforce preparation, and workforce training).

The applicant that has previously received AEFLA funding, must describe the OAE-approved IET program providing details regarding IET components such as:

- i. occupational skills training provider,
- ii. a description of the concurrent nature of the IET program,
- iii. the credential attached to this IET program,
- iv. post-secondary education,
- v. workforce training,
- vi. apprenticeships, and/or
- vii. other career pathway components.

- This item is not applicable for the Corrections Education applicant.

The applicant that <u>has not previously received AEFLA funding</u> provides a narrative that outlines a one-year plan for development and implementation of an IET program, including how the organization plans to develop and implement the three required components of an IET (adult education and literacy, workforce preparation, and workforce training). The <u>applicant that has previously received AEFLA funding</u> provides a narrative that describes the OAE-approved IET program providing details regarding IET components such as: i. occupational skills training provider, ii. a description of the concurrent nature of the IET program, iii. the credential attached to this IET program, iv. post-secondary education, v. workforce training, vi. apprenticeships, and/or vii. other career pathway components. The <u>Corrections Education</u> applicant does not provide a narrative for this item.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		
Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility The LWDB will consider: - 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 - whether the applicant's/eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, 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.		

Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility		
10. & 11.a. The applicant must identify and describe the organization’s existing career pathway(s) or the plan to implement a career pathway(s) over the next year, including a description of: 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; and iii. how, if the student decides to participate in a career pathway, will they be enrolled in and/or participate in the career pathway.		
The applicant provides 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 year, including a description of 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; and iii. how, if the student decides to participate in a career pathway, will they be enrolled in and/or participate in the career pathway.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Acceptable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer’s Comments		
Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility		
10. & 11.c. Excluding partnerships and collaborations identified in Consideration 4: One-Stop System Alignment, the applicant must describe 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 applicant 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 their Partners and Partnership Coordination chart: a. the activities and/or support services to be provided by the partner, b. the type of partner (core, one-stop, or other), c. the way that activities/services will be coordinated, and d. the referral process; and iii. letters of commitment or MOUs/MOAs (first page and signature page only) in the appendix.		
Excluding partnerships and collaborations identified in Consideration 4: One-Stop System Alignment, the applicant provides a narrative describing 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 applicant includes i. how these linkages will reduce student barriers and assist with student participation and program completion; ii. an outline of the following on the Partners and Partnership Coordination chart: a. the activities and/or support services to be provided by the partner, b. the type of partner (core, one-stop, or other), c. the way that activities/services will be coordinated, and d. the referral process; and iii. letters of commitment or MOUs/MOAs (first page and signature page only) in the appendix.	Acceptable	Adequate Applicant provides information that is aligned to the LWDB plan.
	Not Applicable	Inadequate Applicant did not provide information that is aligned to the LWDB plan.
Reviewer's Comments		