

2026 AEFLA Title II RFA

Section 243 IELCE Narrative and State Requirements

Total Possible Points: 80

Providing Required Services			Possible Points: 12
Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that— <ol style="list-style-type: none"> (a) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and (b) Are designed to <ol style="list-style-type: none"> 1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and 2) Integrate with the local workforce development system and its functions to carry out the activities of the program. 			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes how the program will provide the level of literacy, ELA, and citizenship and civic instruction necessary for all participant needs.	The applicant generally describes how the program will provide the level of literacy, ELA, and citizenship and civic instruction necessary for all participant needs.	The applicant somewhat describes how the program will provide the level of literacy, ELA, and citizenship and civic instruction necessary for all participant needs.	The applicant does not describe how the program will provide the level of literacy, ELA, and citizenship and civic instruction necessary for all participant needs.
The applicant explicitly describes how the program will prepare ELLs for employment in in-demand industries that lead to economic self-sufficiency.	The applicant generally describes how the program will prepare ELLs for employment in in-demand industries that lead to economic self-sufficiency.	The applicant somewhat describes how the program will prepare ELLs for employment in in-demand industries that lead to economic self-sufficiency.	The applicant does not describe how the program will prepare ELLs for employment in in-demand industries that lead to economic self-sufficiency.
The applicant explicitly describes how the program will work with the LWDB to carry out the activities required by IELCE related to in-demand industries and local economic needs.	The applicant generally describes how the program will work with the LWDB to carry out the activities required by IELCE related to in-demand industries and local economic needs.	The applicant somewhat describes how the program will work with the LWDB to carry out the activities required by IELCE related to in-demand industries and local economic needs.	The applicant does not describe how the program will work with the LWDB to carry out the activities required by IELCE related to in-demand industries and local economic needs.

Co-enrollment and IET for IELCE Programming			Possible Points: 8
An eligible provider that receives funds through the Integrated English Literacy and Civics Education program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: <ol style="list-style-type: none"> (a) Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or (b) Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part. 			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)

The applicant explicitly describes how the program will utilize the co-enrollment model within the LWDB area for IET services.	The applicant generally describes how the program will utilize the co-enrollment model within the LWDB area for IET services.	The applicant somewhat describes how the program will utilize the co-enrollment model within the LWDB area for IET services.	The applicant does not describe how the program will utilize the co-enrollment model within the LWDB area for IET services.
The applicant explicitly describes how the program will utilize these specific funds for IET activities.	The applicant generally describes how the program will utilize these specific funds for IET activities.	The applicant somewhat describes how the program will utilize these specific funds for IET activities.	The applicant does not describe how the program will utilize these specific funds for IET activities.

Integrating the 3 Components **Possible Points: 4**

The Integrated English Literacy and Civics Education program delivers educational services as described in § 463.33. Such educational services must be delivered in combination with integrated education and training activities as described in § 463.36.

An integrated education and training program must include three components:

- i. Adult education and literacy activities as described in § 463.30.
- ii. Workforce preparation activities as described in § 463.34.
- iii. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes their plans to provide adult education, workforce preparation activities, and workforce training for the occupation proposed within their IET programming they have outlined in the IELCE application materials.	The applicant generally describes their plans to provide adult education, workforce preparation activities, and workforce training for the occupation proposed within their IET programming they have outlined in the IELCE application materials.	The applicant somewhat describes their plans to provide adult education, workforce preparation activities, and workforce training for the occupation proposed within their IET programming they have outlined in the IELCE application materials.	The applicant does not describe their plans to provide adult education, workforce preparation activities, and workforce training for the occupation proposed within their IET programming they have outlined in the IELCE application materials.

Program Design and Delivery Integration: **Possible Points: 12**

1. Describe your program's design, focusing on how you will integrate English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET). Detail how the program aligns with Local Workforce Development Board plans, the selection process for pathways based on regional demand, and how you plan to integrate occupationally relevant materials aligned with the CCR Standards and the English Language Proficiency Standards for Adult Education.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes the program design, focusing on how it will integrate English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET).	The applicant generally describes the program design, focusing on how it will integrate English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET).	The applicant somewhat describes the program design, focusing on how it will integrate English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET).	The applicant does not describe the program design, focusing on how it will integrate English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET).

The applicant explicitly describes how the program aligns with the Local Workforce Development Board plans.	The applicant generally describes how the program aligns with the Local Workforce Development Board plans.	The applicant somewhat describes how the program aligns with the Local Workforce Development Board plans.	The applicant does not describe how the program aligns with the Local Workforce Development Board plans.
The applicant explicitly describes the selection process for pathways based on regional demand and the integration of occupationally relevant materials aligned with the CCR Standards and the English Language Proficiency Standards for Adult Education.	The applicant generally describes the selection process for pathways based on regional demand and the integration of occupationally relevant materials aligned with the CCR Standards and the English Language Proficiency Standards for Adult Education.	The applicant somewhat describes the selection process for pathways based on regional demand and the integration of occupationally relevant materials aligned with the CCR Standards and the English Language Proficiency Standards for Adult Education.	The applicant does not describe the selection process for pathways based on regional demand and the integration of occupationally relevant materials aligned with the CCR Standards and the English Language Proficiency Standards for Adult Education.

Recruitment, Retention, and Support Strategies			Possible Points: 16
2. Explain your strategies for recruiting and retaining participants, specifically those with limited English proficiency or other barriers to employment, including professionals with degrees and credentials from their native countries. Describe your approach to orientation, marketing, and how you will leverage technology and local services (transportation, childcare, food, and nutrition assistance) to support participant retention and success. Provide a projection of the number of students who will engage in IELCE programs.			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes their strategies for recruiting and retaining participants, specifically those with limited English proficiency or other barriers to employment, including professionals with degrees and credentials from their native countries.	The applicant generally describes their strategies for recruiting and retaining participants, specifically those with limited English proficiency or other barriers to employment, including professionals with degrees and credentials from their native countries.	The applicant somewhat describes their strategies for recruiting and retaining participants, specifically those with limited English proficiency or other barriers to employment, including professionals with degrees and credentials from their native countries.	The applicant does not describe their strategies for recruiting and retaining participants, specifically those with limited English proficiency or other barriers to employment, including professionals with degrees and credentials from their native countries.
The applicant explicitly describes their approach to orientation and marketing.	The applicant generally describes their approach to orientation and marketing.	The applicant somewhat describes their approach to orientation and marketing.	The applicant does not describe their approach to orientation and marketing.
The applicant explicitly describes how the program will leverage technology and local services (transportation, childcare, food, and nutrition assistance) to support retention and student success.	The applicant generally describes how the program will leverage technology and local services (transportation, childcare, food, and nutrition assistance) to support retention and student success.	The applicant somewhat describes how the program will leverage technology and local services (transportation, childcare, food, and nutrition assistance) to support retention and student success.	The applicant does not describe how the program will leverage technology and local services (transportation, childcare, food, and nutrition assistance) to support retention and student success.
The applicant submitted an explicit projection of the number of students who will engage in the IELCE programs.	The applicant submitted in general terms a projection of the number of students who will engage in the IELCE programs.	The applicant somewhat submitted a projection of the number of students who will engage in the IELCE programs.	The applicant did not submit a projection of the number of students who will engage in the IELCE programs.

Instructional Approaches and Curriculum Alignment			Possible Points: 8
3. Provide an overview of your instructional approaches and curriculum, ensuring they are based on rigorous research and aligned with the English Language Proficiency Standards for Adult Education and the CCR Adult Education Content Standards. Describe how you will contextualize instruction to meet educational and employment needs and use technology to enhance learning and achieve desired outcomes.			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education.	The applicant describes in general terms how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education.	The applicant somewhat describes how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education.	The applicant does not describe how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education.
The applicant explicitly describes how instructional staff will contextualize instruction to meet the educational and employment needs and use technology to enhance learning and achieve desired outcomes.	The applicant generally describes how instructional staff will contextualize instruction to meet the educational and employment needs and use technology to enhance learning and achieve desired outcomes.	The applicant somewhat describes how instructional staff will contextualize instruction to meet the educational and employment needs and use technology to enhance learning and achieve desired outcomes.	The applicant does not describe how instructional staff will contextualize instruction to meet the educational and employment needs and use technology to enhance learning and achieve desired outcomes.

Outcomes and Evaluation			Possible Points: 8
4. Outline your methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes their methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.	The applicant generally describes their methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.	The applicant somewhat describes their methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.	The applicant does not describe their methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.
The applicant explicitly describes how it will be responsive to the regional needs of the ELL population as identified by the LWDB.	The applicant describes in general terms how it will be responsive to the regional needs of the ELL population as identified by the LWDB.	The applicant somewhat describes how it will be responsive to the regional needs of the ELL population as identified by the LWDB.	The applicant does not describe how it will be responsive to the regional needs of the ELL population as identified by the LWDB.

Partnerships for Enhanced Opportunities

Possible Points: 12

5. Describe the partnerships and collaborations you will establish or strengthen to support the IELCE program participants, including but not limited to the LWDB, local employers, and service agencies providing support for barriers such as transportation and childcare. How will these partnerships contribute to the program's goals, including co-enrollment opportunities in IET programs and job placements? List below the partnerships and collaborations you have established, including the LWDB, local employers, and service agencies.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.	The applicant describes in general terms how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.	The applicant somewhat describes how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.	The applicant does not describe how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.
The applicant explicitly describes how the program will strengthen the partnerships with the LWDB.	The applicant describes in general terms how the program will strengthen the partnerships with the LWDB.	The applicant somewhat describes how the program will strengthen the partnerships with the LWDB.	The applicant does not describe how the program will strengthen the partnerships with the LWDB.
The applicant explicitly describes plans for co-enrollment and job placements for IELCE participants.	The applicant generally describes plans for co-enrollment and job placements for IELCE participants.	The applicant somewhat describes plans for co-enrollment and job placements for IELCE participants.	The applicant does not describe plans for co-enrollment and job placements for IELCE participants.