

2026 AEFLA Title II RFA

Section 231, 225(Corrections), and 243 (IELCE)

Total Possible Points: 164

Capacity and Commitment - Consideration 1			Possible Points: 20
<p>The degree to which the eligible provider will be responsive to:</p> <p>(A) Regional needs as identified in the local workforce development plan; and</p> <p>(B) Serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who:</p> <p style="padding-left: 20px;">(i) Have low levels of literacy skills; or (ii) Are English language learners.</p>			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
Applicant explicitly describes literacy needs of the target population.	Applicant generally describes literacy needs of the target population.	Applicant somewhat describes literacy needs of the target population.	Applicant does not describe literacy needs of the target population.
The applicant's program will address an identified, but unfilled need, in its region and its approach explicitly aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.	The applicant's program will address an identified, but unfilled need, in its region and its approach strongly aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.	The applicant's program will somewhat address a need in its region and its approach somewhat aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.	The applicant's program does not address a specific need in its region, and this approach does not or minimally align with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.
The applicant explicitly describes how the provider will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).	The applicant strongly describes how the provider will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).	The applicant somewhat describes how the provider will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).	The applicant does not describe how the provider will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).
The applicant explicitly describes how it will provide educational programming for justice involved individuals and other institutionalized individuals.	The applicant describes in general terms how it will provide educational programming for justice involved individuals and other institutionalized individuals.	The applicant somewhat describes how it will provide educational programming for justice involved individuals and other institutionalized individuals.	The applicant does not describe how it will provide educational programming for justice involved individuals and other institutionalized individuals.
The applicant explicitly describes how it will offer adult education, literacy activities, transition to reentry initiatives, and other post release services.	The applicant generally describes how it will offer adult education, literacy activities, transition to reentry initiatives, and other post release services.	The applicant somewhat describes how it will offer adult education, literacy activities, transition to reentry initiatives, and other post release services.	The applicant does not describe how it will offer adult education, literacy activities, transition to reentry initiatives, and other post release services.

Capacity and Commitment - Consideration 2			Possible Points: 4
The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
Applicant explicitly describes how it will serve individuals with disabilities.	Applicant generally describes how it will serve individuals with disabilities.	Applicant somewhat describes how it will serve individuals with disabilities.	Applicant does not describe how it will serve individuals with disabilities.

Capacity and Commitment - Consideration 3			Possible Point: 24
The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy;			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant's demonstrated skill growth exceeded the state negotiated rate of 46.2%, as well as meeting their GED and enrollment goals for FY2024.	The applicant's demonstrated skill growth exceeded the state negotiated rate of 46.2% for program year FY2024.	The applicant's demonstrated skill growth met the state negotiated rate of 46.2% for FY2024.	The applicant did not achieve the state negotiated rate of 46.2% for program year FY2024.
Applicant explicitly describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.	Applicant generally describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.	Applicant somewhat describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.	Applicant does not describe how it will improve the skill gains of those subgroups of students who have traditionally under performed.
Applicant explicitly describes the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Including services to Adult Basic Education (ABE)/Adult Secondary Education (ASE) as well as English Language Acquisition (ELA) students.	Applicant generally describes the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Including services to Adult Basic Education (ABE)/Adult Secondary Education (ASE) as well as English Language Acquisition (ELA) students.	Applicant somewhat describes the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Including services to Adult Basic Education (ABE)/Adult Secondary Education (ASE) as well as English Language Acquisition (ELA) students.	Applicant does not describe the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Including services to Adult Basic Education (ABE)/Adult Secondary Education (ASE) as well as English Language Acquisition (ELA) students.
Applicant explicitly describes resources the provider will employ to ensure that students achieve learning gains.	Applicant generally describes the resources the provider will employ to ensure that students achieve learning gains.	Applicant somewhat describes resources the provider will employ to ensure that students achieve learning gains.	Applicant does not describe resources the provider will employ to ensure that students achieve learning gains.
The applicant explicitly describes how they address the needs of the target population to be served, and recruitment strategies utilized.	The applicant generally addresses the needs of the target population regarding how the population is to be served, and recruitment strategies utilized.	The applicant somewhat describes how they address the needs of the target population to be served, and recruitment strategies utilized.	The applicant does not describe how they address the needs of the target population to be served, and recruitment strategies utilized.
The applicant explicitly describes assessment processes to capture educational needs of their target population.	The applicant generally describes assessment processes to capture educational needs of their target population.	The applicant somewhat describes assessment processes to capture educational needs of your target population.	The applicant does not describe assessment processes to capture educational needs of their target population.

Capacity and Commitment - Consideration 4

Possible Points: 8

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce board plan under Section 108, as well as the activities and services of the one-stop partners.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.	The applicant generally describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.	The applicant somewhat describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.	The applicant does not describe alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.
The applicant explicitly describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).	The applicant generally describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).	The applicant somewhat describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).	The applicant does not describe how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).

Instructional Practices - Consideration 5

Possible Points: 16

Whether the eligible provider's program

- A) Is of sufficient intensity and quality, based on the most rigorous research available so that participants achieve substantial learning gains; and
- B) Uses instructional practices that include the essential components of reading instruction;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
All of the applicant's instructional methods are supported with a strong research base including statewide purchase instructional tools.	Several of the applicant's instructional methods are supported with a strong research base including statewide purchase instructional tools.	Only two of the applicant's instructional methods are supported with a strong research base including statewide purchase instructional tools.	None of the applicant's instructional methods are supported with a strong research base including statewide purchase instructional tools.
The applicant explicitly demonstrates that a variety of instructional types (classes, labs, and tutoring) will be available, including those in multiple modalities (in-person, virtual, hybrid, Hyflex).	The applicant generally demonstrates that a variety of instructional types (classes, labs, and tutoring) will be available, including those in multiple modalities (in-person, virtual, hybrid, Hyflex).	The applicant somewhat demonstrates that a variety of instructional types (classes, labs, and tutoring) will be available, including those in multiple modalities (in-person, virtual, hybrid, Hyflex).	The applicant does not demonstrate that a variety of instructional types (classes, labs, and tutoring) will be available, including those in multiple modalities (in-person, virtual, hybrid, Hyflex).
The applicant explicitly describes other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.	The applicant generally describes other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.	The applicant somewhat describes other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.	The applicant does not describe other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.
The applicant explicitly describes how instructors are prepared to meet the unique needs of justice involved populations.	The applicant describes in general terms how instructors are prepared to meet the unique needs of justice involved populations.	The applicant somewhat describes how instructors are prepared to meet the unique needs of justice involved populations.	The applicant does not describe how instructors are prepared to meet the unique needs of justice involved populations.

Instructional Practices - Consideration 6

Possible Points: 8

Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
All of the applicant's instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.	Several of the applicant's instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.	Only two of the applicant's instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.	None of the applicant's instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.
The applicant explicitly describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.	The applicant describes in general terms how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.	The applicant somewhat describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.	The applicant does not describe how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.

Instructional Practices - Consideration 7

Possible Points: 4

Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly explains how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs.	The applicant describes in general terms how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs.	The applicant somewhat describes how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs.	The applicant does not describe how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs.

Instructional Practices - Consideration 8

Possible Points: 16

Whether the 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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
Applicant explicitly explains whether the 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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	Applicant generally explains whether the 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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	Applicant somewhat explains whether the 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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	Applicant does not explain whether the 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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.
The applicant explicitly describes how their program will offer basic skills instruction with occupational training in a specific industry sector, allowing learners to earn industry-recognized credentials while also improving their literacy and numeracy skills.	The applicant generally describes how their program will offer basic skills instruction with occupational training in a specific industry sector, allowing learners to earn industry-recognized credentials while also improving their literacy and numeracy skills.	The applicant somewhat describes how their program will offer basic skills instruction with occupational training in a specific industry sector, allowing learners to earn industry-recognized credentials while also improving their literacy and numeracy skills.	The applicant does not describe how their program will offer basic skills instruction with occupational training in a specific industry sector, allowing learners to earn industry-recognized credentials while also improving their literacy and numeracy skills.
The applicant explicitly describes how the IET will be designed to meet the needs of specific industries and occupations, and can be delivered through a variety of instructional models, such as in-person, online, HyFlex, or Hybrid.	The applicant generally describes how the IET will be designed to meet the needs of specific industries and occupations, and can be delivered through a variety of instructional models, such as in-person, online, HyFlex, or Hybrid.	The applicant somewhat describes how the IET will be designed to meet the needs of specific industries and occupations, and can be delivered through a variety of instructional models, such as in-person, online, HyFlex, or Hybrid.	The applicant does not describe how the IET will be designed to meet the needs of specific industries and occupations and can be delivered through a variety of instructional models, such as in-person, online, HyFlex, or Hybrid.
The applicant explicitly states how it will incorporate IET services in correctional settings.	The applicant describes in general terms how it will incorporate IET services in correctional settings.	The applicant somewhat describes how it will incorporate IET services in correctional settings.	The applicant does not describe how it will incorporate IET services in correctional settings.

Instructional Practices - Consideration 9

Possible Points: 12

Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly explains how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established in the Program Manual Position Descriptions.	The applicant describes in general terms how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established in the Program Manual Position Descriptions.	The applicant somewhat describes how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established in the Program Manual Position Descriptions.	The applicant does not describe how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established in the Program Manual Position Descriptions.
The applicant explicitly describes the process for on-boarding new staff and instructors. The applicant provides an explicit overview of information and resources presented during the on-boarding sessions.	The applicant generally describes the process for on-boarding new staff and instructors. The applicant provides an explicit overview of information and resources presented during the on-boarding sessions.	The applicant somewhat describes the process for on-boarding new staff and instructors. The applicant provides an explicit overview of information and resources presented during the on-boarding sessions.	The applicant does not describe the process for on-boarding new staff and instructors. The applicant does not provide an overview of information and resources presented during the on-boarding sessions.
The applicant explicitly describes how the professional development opportunities will empower instructors and staff with the knowledge, skills, and resources they need to deliver high-quality adult education programs that meets the needs of their learners.	The applicant generally describes how the professional development opportunities will empower instructors and staff with the knowledge, skills, and resources they need to deliver high-quality adult education programs that meets the needs of their learners.	The applicant somewhat describes how the professional development opportunities will empower instructors and staff with the knowledge, skills, and resources they need to deliver high-quality adult education programs that meets the needs of their learners.	The applicant does not describe how the professional development opportunities will empower instructors and staff with the knowledge, skills, and resources they need to deliver high-quality adult education programs that meets the needs of their learners.

Service Integration and Management - Consideration 10

Possible Points: 16

Whether the 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 development 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;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
<p>The applicant explicitly describes how it will coordinate activities 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, non-profit organizations, and intermediaries, for the development of career pathways.</p>	<p>The applicant describes in general terms how it will coordinate activities 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, non-profit organizations, and intermediaries, for the development of career pathways.</p>	<p>The applicant somewhat describes how it will coordinate activities 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, non-profit organizations, and intermediaries, for the development of career pathways.</p>	<p>The applicant does not describe how it will coordinate activities 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, non-profit organizations, and intermediaries, for the development of career pathways.</p>
<p>The applicant explicitly explains how it will coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan. Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p>	<p>The applicant describes in general terms how it will coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan. Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p>	<p>The applicant somewhat describes how it will coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan. Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p>	<p>The applicant does not describe how it will coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan. Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p>
<p>The applicant explicitly describes how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p>	<p>The applicant describes in general terms how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p>	<p>The applicant somewhat describes how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p>	<p>The applicant does not describe how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p>

Include information on services such as childcare, transportation, mental health services, and career planning. The applicant explicitly describes current and prospective partnerships that focus on assisting adult learners with addressing the following area(s): Barrier Removal (childcare, transportation, food insecurity, employment).	Include information on services such as childcare, transportation, mental health services, and career planning. The applicant generally describes current and prospective partnerships that focus on assisting adult learners with addressing the following area(s): Barrier Removal (childcare, transportation, food insecurity, employment).	Include information on services such as childcare, transportation, mental health services, and career planning. The applicant somewhat describes current and prospective partnerships that focus on assisting adult learners with addressing the following area(s): Barrier Removal (childcare, transportation, food insecurity, employment).	Include information on services such as childcare, transportation, mental health services, and career planning. The applicant does not describe current and prospective partnerships that focus on assisting adult learners with addressing the following area(s): Barrier Removal (childcare, transportation, food insecurity, employment).
--	---	--	---

Service Integration and Management - Consideration 11			Possible Points: 8
Whether the 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;			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.	The applicant supplied a schedule that demonstrates many opportunities and locations for learning.	The applicant supplied a schedule that demonstrates few opportunities and locations for learning.	The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.
Schedule displays a variety of days, times, and locations that provide access across the entire service area.	Schedule displays a variety of days, times, and locations that provide access across most of the service area.	Schedule displays a variety of days, times, and locations that provide access across some of service area.	The schedule does not display a variety of days, times, and locations.

Service Integration and Management - Consideration 12			Possible Points: 20
Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant has a detailed plan to collect valid data in KAERS for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.	The applicant has a strong plan to collect valid data in KAERS for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.	The applicant has a general plan to collect valid data in KAERS for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.	The applicant has a weak plan to collect valid data in KAERS for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.
The applicant will regularly collect, using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.	The applicant will periodically collect, using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.	The applicant will collect data twice per year , using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.	The applicant will not collect data using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.
The applicant explicitly describes how the program applies data to support	The applicant generally describes how the program applies data to support	The applicant somewhat describes how the program applies data to support	The applicant does not describe how the program applies data to support

evidence-based instructional practices.	evidence-based instructional practices.	evidence-based instructional practices.	evidence-based instructional practices.
The applicant explicitly describes assessment and evaluation processes to capture educational needs of their target population and improve program performance.	The applicant generally describes assessment and evaluation processes to capture educational needs of their target population and improve program performance.	The applicant somewhat describes assessment and evaluation processes to capture educational needs of their target population and improve program performance.	The applicant does not describe assessment and evaluation processes to capture educational needs of their target population and improve program performance.
The provider explicitly describes how the program utilizes data to inform academic intervention and remediation.	The provider generally describes how the program utilizes data to inform academic intervention and remediation.	The provider somewhat describes how the program utilizes data to inform academic intervention and remediation.	The provider does not describe how the program utilizes data to inform academic intervention and remediation.

Integration and Management - Consideration 13			Possible Points: 8
Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs;			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes how it will work with the English Language Learner population in its service area.	The applicant describes in general terms how it will work with the English Language Learner population in its service area.	The applicant somewhat describes how it will work with the English Language Learner population in its service area.	The applicant does not describe how it will work with the English Language Learner population in its service area.
The applicant explicitly describes the extent of the need in its area for English Language Acquisition services.	The applicant describes in general terms the extent of the need in its area for English Language Acquisition services.	The applicant somewhat describes the extent of the need in its area for English Language Acquisition services.	The applicant does not describe the extent of the need in its area for English Language Acquisition services.

State-Specific Commitment Rubric (Sections 231, 225 and 243)

Total Points: 12

3 State-Specific Commitments		Possible Points: 12	
<p>Year-Round Service Commitment: Eligible applicants will commit to providing adult education services year-round, with the only exceptions listed in KRS 18A.190 related to state-recognized holidays.</p>			
Meets (4 points)		Does Not Meet (0 points)	
The applicant confirms their commitment to offering services year-round.		The applicant does not address their commitment to offering services year-round.	
<p>Location/Site-Specific Service Commitment: Applicants must have one publicly accessible main location in each service area county to deliver services. All location and site hours of operations must be based on student demand and posted on provider websites, as well as updated in KAERS. Delivery of services can be at libraries, local correctional/rehabilitation facilities, and/or at the campus of a postsecondary institution, as long as they meet minimum expectations.</p>			
Meets (4 points)		Does Not Meet (0 points)	
The applicant explicitly describes the main location in each service area county, including the location's and hours and location type that meets the minimum expectations.		The applicant does not describe the main location in each service area county, including the location's and hours and location type that meets the minimum expectations.	
<p>High-Need County Commitment: More than 50% of Kentucky's population without a high school diploma resides in 20 counties. Regular and routine services for providers in these counties shall be delivered on Monday through Friday for no fewer than 37.5 hours per week and at other times based on student demand. The counties include: Barren, Bullitt, Boone, Christian, Clay, Daviess, Fayette, Floyd, Hardin, Harlan, Jefferson, Kenton, Knox, Laurel, Madison, Pike, Pulaski, Shelby, Warren, and Whitley. All applicants proposing to serve one or more of these counties must address their plans to have schedules that serve the population in need.</p>			
Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 point)
The applicant explicitly describes the regular schedule for serving the specific population in the high-need county they propose to serve.	The applicant generally describes the regular schedule for serving the specific population in the high-need county they propose to serve.	The applicant somewhat describes the regular schedule for serving the specific population in the high-need county they propose to serve.	The applicant does not describe the any schedule for serving the specific population in the high-need county they propose to serve.

Other Required Document Rubric

Total Points: 4

Signature and Risk Assessment Requirements		Possible Points: 4	
Signature Page Completed & Submitted			
Meets (2 points)		Does Not Meet (0 points)	
Internal Risk Assessment Completed & Submitted			
Meets (2 points)		Does Not Meet (0 points)	

