



Workforce Innovation and Opportunity Act (WIOA)
Title II, Adult Education and Family Literacy Act
North Carolina-Request for Proposal (RFP)
2025-2029





**North Carolina Title II Adult Education and
Family Literacy Act Fiscal Years
2025 – 2029**

Adult Education and Family Literacy Act (AEFLA)

Title II Competitive Grant Application Package for Funding Streams:

1. 231 Adult Education and Family Literacy Act
2. 225 Corrections and Other Institutionalized Individuals
3. 243 Integrated English Literacy and Civics Education

North Carolina Community College System
College and Career Readiness Section
200 West Jones Street
Raleigh, NC 27603

**Title II Competitive Grant
Application Part IA**



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North Carolina Adult Education Competitive Grant Application

FY 2025-29

ANNOUNCEMENT OF FUNDING AVAILABILITY

**ADMINISTRATIVE
AGENCY:**

North Carolina Community College System
Programs and Student Services
Office of Adult Education, College and Career Readiness
200 West Jones Street, Raleigh, North Carolina 27603

**FUNDING
AUTHORITY:**

Workforce Innovation and Opportunity ACT (WIOA) of 2014,
Title II Adult Education and Family Literacy Act

FUNDING YEARS:

July 1, 2025 – June 30, 2029

BIDDERS' MEETING:

January 27, 2025, the 2025-2029 NC AEFLA Bidders' Conference will be recorded and made available on the North Carolina Community College System website. It can be accessed at the following link:
<https://www.nccommunitycolleges.edu/about-us/system-office/>. A virtual overview of the Title II Competitive Grant Application Package for 2025-2029 will be posted to <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/college-career-readiness/>.

**ELIGIBLE
APPLICANTS:**

An organization that has demonstrated effectiveness in providing adult education and literacy activities may include: a local education agency; a community-based literacy organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously; a partnership between an employer and an entity described above. All funded providers are expected to meet or exceed the State negotiated target for Measurable Skill Gains. To be considered an eligible applicant, demonstrated effectiveness is required. Demonstrated effectiveness is a requirement for the AEFLA - Title II, 231 grant. Eligible applicants must submit a fully completed application to be considered for funding.

Performance Indicators	2022-2023 Program Year	2023-2024 Program Year
Employment (Second Quarter After Exit)	37.0%	38.0%
Employment (Fourth Quarter After Exit)	36.9%	37.0%
Median Earnings (Second Quarter After Exit)	\$3,932	\$3,932
Credential Attainment Rate	29.0%	30.0%
Measurable Skill Gains	43.6%	43.6%

INQUIRIES:

All application inquiries must be in writing and emailed to:
WIOATitleIIQuestions@nccommunitycolleges.edu.
Place in the subject line "Title II, 231, 225, or 243 Application Question."

The question-and-answer period will begin on **January 21, 2025**, and end on **February 4, 2025**

- 1) Application questions and their answers from the week of **January 21, 2025**, will be posted by 5:00 PM on **Friday, January 24, 2025**.
- 2) Application questions and their answers from the week of **January 27, 2025**, will be posted by 5:00 PM on **Friday, January 31, 2025**.
- 3) Application questions and their answers from the week of **February 3, 2025**, will be posted by 5:00 PM on **Friday, February 7, 2025**.

Applicants may retrieve all responses to questions at <https://www.nccommunitycolleges.edu/college-and-career-readiness>

OVERVIEW OF FEDERAL AND STATE REGULATIONS

The [Workforce Innovation and Opportunity Act \(WIOA\)](#), 29 USC § 3101, et seq., signed into law on July 22, 2014, created a new vision for how America prepares an educated and skilled workforce that expands opportunities for workers and employers. The 21st century public workforce development system created through WIOA builds closer ties between business leaders, State and Local Workforce Development Boards (LWDB), labor unions, community colleges, nonprofit organizations, youth-serving organizations, and state and local officials to deliver a more job-driven approach to training and skills development.

Adult Education programs need to enhance and develop new, innovative opportunities through increased collaboration with core and non-core partners in creating and accelerating career pathways. By leveraging each agency's strengths and resources, each WIOA partner can do what it does best to contribute to a more robust service delivery that will increase performance and program outcomes. The State of North Carolina Unified Plan articulates these priorities. North Carolina Community College System (NCCCS), Programs and Student Services/College and Career Readiness (CCR), will award multi-year grants on a competitive basis to eligible providers within the State of North Carolina to develop, implement, and improve adult education and literacy in North Carolina. Funding is contingent upon the availability of funds from the United States Department of Education.

Application Instructions

Using this application packet, an applicant may apply for one, two, or all three grants.

All applicants must submit parts I-A and I-B to be considered for review. Part I-B includes the grant application narrative (13 Considerations).

Please note, the 13 Considerations will satisfy the narrative requirements for AEFLA grant 231. Additionally, for the special funding streams, applicants must submit responses to the 13 Considerations that align to the specific services that will be delivered through 225 Corrections Education or 243 IELCE. Also, applicants will be required to complete and submit the supplemental questions for the 225 Corrections Education and 243 IELCE funding stream.

For the AEFLA grant 231, applicants must submit the following materials:

- 231 13 Considerations Responses
- 231 Budget Document
- 231 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

For the Corrections and Other Institutionalized Individuals grant, applicants must submit the following materials:

- 225 13 Considerations Responses
- 225 Narrative - Supplemental Questions
- 225 Budget Document
- 225 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

For the Integrated English Literacy and Civics Education grant, applicants must submit the following materials:

- 243 13 Considerations Responses
- 243 Narrative - Supplemental Questions
- 243 Budget Document
- 243 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

Local Workforce Development Board

All Title II 231 adult education applications are required to be aligned with all the WIOA Local Workforce Development Board (LWDB) plans within the workforce development region. The adult education application will be reviewed by the LWDBs in which the adult education provider serves students. The LWDB will review the adult education application to ascertain the extent to which the application addresses the adult education and literacy needs identified in the LWDB plans. An evaluation will be provided by the LWDB, indicating whether or not the applicant addresses the adult education and literacy needs identified in the LWDB's plan. The evaluation provided by the LWDB will be included as part of the overall review process. Completed applications will be sent to the respective Local Workforce Development Boards by authorized state office staff members. Applicants should NOT submit their individual responses to their Local Workforce Development Boards.

The grant applications will then be returned to the NCCCS-CCR State Office Team for evaluation by external grant reviewers. Each application will be evaluated using a rubric addressing the seven requirements and thirteen considerations of the WIOA Title II, Adult Education and Family Literacy Act.

Application Review Process

A maximum of **52** points may be earned on the 231 AEFLA application. A minimum of **36** points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in 231 AEFLA education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 231 AEFLA application. Reviewers will not provide written comments about the application responses. The scores arrived through this process are considered final and may not be appealed.

A maximum of **72** points may be earned on the 225 Corrections and Other Institutionalized Individuals supplemental questions. A minimum of **50** points must be earned for the application to be funded. Each application 13 Considerations and supplemental will be read by a team of individuals who are professionals in 225 Corrections Education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 225 Corrections Education application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

A maximum of **72** points may be earned on the 243 Integrated English Literacy and Civics Education supplemental questions. A minimum of **50** points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in 243 IELCE and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 243 IELCE application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Records Maintenance

All documents related to the Title II Competitive Grant Application, including the application and review materials, will be maintained for **three years** from the application date in a secure location at the North Carolina Community College System Office. 2 CFR 200.334 states, "Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a sub-recipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities."

GENERAL GUIDANCE FOR FISCAL YEARS 2025-29
AEFLA - Title II, Section 231
APPLICATION SUBMISSION GUIDELINES

APPLICATION SUBMISSION DEADLINE: An application containing all required materials must be submitted via the grant submission portal at <http://moodle.nccommunitycolleges.edu> no later than 11:59 p.m. EST, March 17, 2025. Applications not received by **11:59 p.m. on March 17th** will not be reviewed. A hard copy of the 231 AEFLA grant application will not be accepted.

APPLICATION COMPONENTS: **Application components that must be submitted for Part I-A are:**

1. Cover Page
2. Demonstrated Effectiveness Screening Tool
3. Signed Federal and State Certifications and Assurances
4. Signed GEPA Form and Completed Explanation
5. Job Description for Data Manager Position
6. Sample Instructional Schedule (schedule should include information for Considerations 5 and 11)

AEFLA, TITLE II GRANT APPLICATION TIMELINE FY 2025-29

Activity	Date
RFP Release Date	January 13, 2025
Bidder's Conference (In-person at NCCCS)	January 27, 2025
Questions and Answer Period	January 21, 2025- February 4, 2025
Frequently Asked Questions Published	January 24, 2025 January 31, 2025 February 7, 2025
Grant applications due to NCCCS-CCR	March 17, 2025
Demonstrated Effectiveness Screening and Application Completion Review	April 4, 2025
Applications and evaluation rubric sent to LWDB	April 7, 2025
Deadline for LWDBs to return rubrics to NCCCS-CCR	April 21, 2025
Evaluation of Applications	April 28 - May 26, 2025
Grant Award Effective Date	July 1, 2025

**FY 2025 – 2029 North Carolina Adult Education
COMPETITIVE GRANT APPLICATION
Cover Page**

Eligible Provider: _____

Program Director: _____

Email address: _____ Phone No.: _____

Local Workforce Development Board Region: _____

County(s) Served select all that apply)

- | | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Alamance | <input type="checkbox"/> Chowan | <input type="checkbox"/> Guilford | <input type="checkbox"/> Mitchell | <input type="checkbox"/> Rutherford |
| <input type="checkbox"/> Alexander | <input type="checkbox"/> Clay | <input type="checkbox"/> Halifax | <input type="checkbox"/> Montgomery | <input type="checkbox"/> Sampson |
| <input type="checkbox"/> Alleghany | <input type="checkbox"/> Cleveland | <input type="checkbox"/> Harnett | <input type="checkbox"/> Moore | <input type="checkbox"/> Scotland |
| <input type="checkbox"/> Anson | <input type="checkbox"/> Columbus | <input type="checkbox"/> Haywood | <input type="checkbox"/> Nash | <input type="checkbox"/> Stanly |
| <input type="checkbox"/> Ashe | <input type="checkbox"/> Craven | <input type="checkbox"/> Henderson | <input type="checkbox"/> New Hanover | <input type="checkbox"/> Stokes |
| <input type="checkbox"/> Avery | <input type="checkbox"/> Cumberland | <input type="checkbox"/> Hertford | <input type="checkbox"/> Northampton | <input type="checkbox"/> Surry |
| <input type="checkbox"/> Beaufort | <input type="checkbox"/> Currituck | <input type="checkbox"/> Hoke | <input type="checkbox"/> Onslow | <input type="checkbox"/> Swain |
| <input type="checkbox"/> Bertie | <input type="checkbox"/> Dare | <input type="checkbox"/> Hyde | <input type="checkbox"/> Orange | <input type="checkbox"/> Transylvania |
| <input type="checkbox"/> Bladen | <input type="checkbox"/> Davidson | <input type="checkbox"/> Iredell | <input type="checkbox"/> Pamlico | <input type="checkbox"/> Tyrrell |
| <input type="checkbox"/> Brunswick | <input type="checkbox"/> Davie | <input type="checkbox"/> Jackson | <input type="checkbox"/> Pasquotank | <input type="checkbox"/> Union |
| <input type="checkbox"/> Buncombe | <input type="checkbox"/> Duplin | <input type="checkbox"/> Johnston | <input type="checkbox"/> Pender | <input type="checkbox"/> Vance |
| <input type="checkbox"/> Burke | <input type="checkbox"/> Durham | <input type="checkbox"/> Jones | <input type="checkbox"/> Perquimans | <input type="checkbox"/> Wake |
| <input type="checkbox"/> Cabarrus | <input type="checkbox"/> Edgecombe | <input type="checkbox"/> Lee | <input type="checkbox"/> Person | <input type="checkbox"/> Warren |
| <input type="checkbox"/> Caldwell | <input type="checkbox"/> Forsyth | <input type="checkbox"/> Lenoir | <input type="checkbox"/> Pitt | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Camden | <input type="checkbox"/> Franklin | <input type="checkbox"/> Lincoln | <input type="checkbox"/> Polk | <input type="checkbox"/> Watauga |
| <input type="checkbox"/> Carteret | <input type="checkbox"/> Gaston | <input type="checkbox"/> McDowell | <input type="checkbox"/> Randolph | <input type="checkbox"/> Wayne |
| <input type="checkbox"/> Caswell | <input type="checkbox"/> Gates | <input type="checkbox"/> Macon | <input type="checkbox"/> Richmond | <input type="checkbox"/> Wilkes |
| <input type="checkbox"/> Catawba | <input type="checkbox"/> Graham | <input type="checkbox"/> Madison | <input type="checkbox"/> Robeson | <input type="checkbox"/> Wilson |
| <input type="checkbox"/> Chatham | <input type="checkbox"/> Granville | <input type="checkbox"/> Martin | <input type="checkbox"/> Rockingham | <input type="checkbox"/> Yadkin |
| <input type="checkbox"/> Cherokee | <input type="checkbox"/> Greene | <input type="checkbox"/> Mecklenburg | <input type="checkbox"/> Rowan | <input type="checkbox"/> Yancey |

Eligible Provider (Select One)

Other:

Note: This public body does not discriminate against faith-based organizations or against an applicant because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by State law relating to discrimination in employment.

Demonstrated Effectiveness

Per 34 CFR § 463.23, NCCCS Office of College and Career Readiness CAN ONLY review applications for eligible organizations with a completed demonstrated effectiveness table. Demonstrated effectiveness is a federal requirement for scoring adult education and literacy activity applications. The Demonstrated Effectiveness table will establish applicant eligibility for all three funding to streams, which include 231 Adult Education and Family Literacy Act, 225 Corrections and Other Institutionalized Individuals, and 243 Integrated English Literacy and Civics Education

Section 463.24 of Title 34 of the Code of Federal Regulations addresses how an applicant “demonstrates effectiveness.” § 463.24 How must an eligible provider establish that it has demonstrated effectiveness?

a. For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), P.L. 113-128, requires State eligible agencies to award multi year grants or contracts to eligible providers within the State. 29 USC 3321, P.L. 113-128 § 231 34 CFR 463.20(a).

The grants are awarded using a competitive process. To be eligible for an award, an applicant must be an “eligible provider” that has demonstrated effectiveness” in providing adult education and literacy services. 29 USC 3272(5), P.L. 113-128 § 203(5).

Before an application is fully evaluated in the competitive process, the application is reviewed to determine if the applicant is an “eligible provider” that has “demonstrated effectiveness.” Section 203(5) of WIOA, 29 USC 3172(5), provides that “[t]he term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- A) a local educational agency
- B) a community-based organization or faith-based organization
- C) volunteer literacy organization
- D) an institution of higher education
- E) a public or private nonprofit agency
- F) a library
- G) a public housing authority
- H) a nonprofit institution that is not described in (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals
- I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of sub paragraphs (A) through (H)
- J) a partnership between an employer and an entity described in any of sub paragraphs (A) through (I)

How demonstrated effectiveness is established:

1. An eligible provider must demonstrate effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of: reading; writing; mathematics; English language acquisition; and other subject areas relevant to the services contained in the state's application for funds.
2. An eligible provider must also provide information regarding its outcomes for participants related to: employment; attainment of secondary school diploma or its recognized equivalent; and transition to postsecondary education and training.

Two ways to demonstrate effectiveness:

1. Option 1: An eligible provider that has been previously funded under Title II of the Adult Education and Family Literacy Act must provide two years (state requirement) of performance data required under section 116 to demonstrate past effectiveness. This data is reported annually through the National Reporting System and is collected via Benchmark Data Solutions© ADVANSYS and any other system furnished by the North Carolina Community College System to funded providers.
2. Option 2: An eligible provider that has not been previously funded under Title II of the Adult Education and Family Literacy Act must provide two years (state requirement) of performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the WIOA Title II AEFLA Federal Requirements. (See WIOA Final Rules Subpart C, §463.24 and 29 U.S.C 3272(5)).

Option 1: Past Performance Data Table – An eligible provider that has been previously funded under Title II of the Adult Education and Family Literacy Act

*Please include in the table only those participants who have accumulated 12 or more hours

The Demonstrated Effectiveness Tables will be used to assess program effectiveness for all three funding streams: 231 AEFLA, 225 Corrections Education, and 243 IELCE.

Applicant Name:	Performance Outcomes	Number Enrolled	Number Completing Level	Percentage Completing Level	Number Enrolled	Number Completing Level	Percentage Completing Level
Educational Functioning Level (or Grade Level Equivalent)		2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
ABE Level 1 (0-1)							
ABE Level 2 (2-3)							
ABE Level 3 (4-5)							
ABE Level 4 (6-8)							
ABE Level 5 (9-10)							
ABE Level 6 (11-12)							
ESL 1 (0-1)							
ESL 2 (2)							
ESL 3 (3)							
ESL 4 (4)							
ESL 5 (5)							
ESL 6 (6-8)							
TOTAL (ABE+ESL)							
MSGs 3, 4 and 5							
Secondary Outcomes		Number Enrolled	Number Earning Certificate	Percentage Earning Certificate	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate
		2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
Secondary Diploma							
Transition to Postsecondary		Number Enrolled	Number Earning Certificate	Percentage Earning Certificate	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate
		2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
Transition to Post Secondary							
Credential Attainment Rate		Number Enrolled	Number Earning Certificate	Percentage Earning Certificate	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate
		2021-22	2021-22	2021-22	2022-23	2022-23	2022-23
Credential Attainment Rate							
Employment Outcomes		Number Employed	Percentage Employed	Median Earnings	Number Employed	Percentage Employed	Median Earnings
		2021-22	2021-22	2021-22	2022-23	2022-23	2022-23
2nd Quarter after Exit							
4th Quarter after Exit							

When completing your Title II RFP application, leveraging data from data.census.gov, NCCCS Dashboards, Power BI, and ADVANSYS can enhance your proposal with relevant and credible information. These platforms provide access to a wealth of data, including community demographics, educational attainment levels, language proficiency, and economic factors. Together, these sources can help demonstrate the needs of your target population and support your case for funding with comprehensive and localized data.

Option 2: An eligible provider that has not been previously funded under Title II of the Adult Education and Family Literacy Act

*Please include in the table only those participants who have accumulated 12 or more hours

Applicant Name:	Reporting Periods: 7/1/2022 to 6/30/2023 7/1/2023 to 6/30/2024 The Demonstrated Effectiveness Tables will be used to assess program effectiveness for all three funding streams: 231 AEFLA, 225 Corrections Education, and 243 IELCE.					
Effectiveness Area Improving skills of eligible individuals who have low levels of literacy in reading, writing mathematics, English language acquisition, and other subject areas relevant to the services contained in the application.	Performance Indicator	# of Students Served 2022-23	% of Students Demonstrating Progress 2022-23	# of Students Served 2023-24	% of Students Demonstrating Progress 2023-24	
	Reading					
	Writing					
	Math					
	English Language Acquisition					
	MSG Type 3, 4, and 5					
Outcomes for participants related to attainment of secondary school diploma or its recognized equivalent, and transition to Secondary Education						
Secondary Outcomes	# of Students Seeking a Secondary Diploma or Equivalency 2022-23	% of Students Earning a Secondary Diploma or Equivalency 2022-23		# of Students Seeking a Secondary Diploma or Equivalency 2023-24	% of Students Earning a Secondary Diploma or Equivalency 2023-24	
Transition to Postsecondary	# of Students Served in Postsecondary 2022-23	% of Students Earning a Secondary Diploma or Equivalency 2022-23		# of Students Seeking a Secondary Diploma or Equivalency 2023-24	% of Students Enrolling in Postsecondary Education 2023-24	
Credential Attainment Rate	Number Enrolled 2021-22	Number Earning Certificate 2021-22	Percent Earning Certificate 2021-22	Number Enrolled 2022-23	Number Earning Certificate 2022-23	Percent Earning Certificate 2022-23
Employment Outcomes	Number Employed 2021-22	Percentage Employed 2021-22	Median Earnings 2021-22	Number Employed 2022-23	Percentage Employed 2022-23	Median Earnings 2022-23
	2nd Quarter after Exit					
	4th Quarter after Exit					

Instructions

Per 34 CFR § 463.24, applicants must demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners. Prior to completing the application, each applicant must upload the Demonstrated Effectiveness Table by providing valid and reliable data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the following content domains:

- Reading,
- Writing,
- Mathematics,
- English language acquisition (if the applicant will offer an English language acquisition program)
- Other subject areas relevant to the services contained in the State's application for funds.

An applicant must also provide information regarding its outcomes for participants related to:

- Attainment of secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training.

When completing your Title II RFP application, leveraging data from data.census.gov can enhance your proposal with relevant and credible demographic information. This platform provides access to a wealth of U.S. Census Bureau data, including community demographics, educational attainment levels, language proficiency, and economic factors. These data points can help demonstrate the needs of your target population and support your case for funding.

FEDERAL STATEMENT OF ASSURANCES
2025 – 2029

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC §2000d - §2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received Federal assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended (29 USC § 794), and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving Federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, (42 USC §12134, et seq.), and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC §12181 et seq.), and its implementing regulations (28 CFR Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended (20 USC §1681- §1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving Federal assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 USC §6101, et seq.), and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving Federal financial assistance.
6. A contract is for the purpose of obtaining goods and services for the recipient's or subrecipient's use and creates a procurement relationship with a contractor. See the definition of contract in § 200.1. Characteristics that support a procurement relationship between the recipient or subrecipient and a contractor include, but are not limited to, when the contractor:
 1. Provides the goods and services within normal business operations
 2. Provides similar goods or services to many different purchasers
 3. Normally operates in a competitive environment
 4. Provides goods or services that are ancillary to the implementation of a Federal program
 5. Is not subject to compliance requirements of a Federal program as a result of the agreement.However, similar requirements may apply for other reasons. Subrecipients should refer to page 28 of the North Carolina Procurement Manual <https://www.doa.nc.gov/north-carolina-procurement-manual-2022/open>
7. It will administer each program in accordance with all statutes, regulations, program plans, policies and applications applicable to that program.
8. It will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
9. It will cooperate in carrying out any evaluation of each program conducted by or for the NCCCS, the United States Department of Education or other Federal officials.
10. 2 CFR 200.334 states, "Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from

the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities.”

Diploma Sender© is the authorized vendor responsible for overseeing High School Equivalency (HSE) records for North Carolina's Adult Education program.

11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC §1232g) and its regulations (34 CFR Part 99).
12. It shall repay all funds determined to be due to the Federal government because of a disallowance decision in a manner deemed reasonable by the State or the Federal government.
13. To the extent authorized by law, it shall indemnify, save, and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney’s fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
14. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of the NCCCS or the United States Department of Education.
15. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or early childhood development services to children.
16. It will make reports to the NCCCS or the United States Department of Education as may reasonably be necessary to enable those parties to perform their duties.
17. It certifies, by submission of this assurance form and by incorporating this form by reference in each of its re-applications for Federal funds, that neither it nor its principals:
 1. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any Federal department or agency.
 2. Have within a three-year period preceding this re-application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
 3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated above; and
 4. Have not within a three-year period, preceding this re-application had any public transactions (Federal, State, or local) terminated for cause or default.
18. No Federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
19. It shall require that the language of this certification be included in the award documents for all sub-recipients at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly. 2 CFR 200.334 states,

"Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities." The applicant has the necessary legal authority to apply for and receive the proposed grant.

20. The applicant's governing body, and the undersigned official, has been duly authorized to file this re-application in connection with this re-application.
21. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
22. Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to this Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities. The only exceptions are the following:
 - (a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
 - (b) When the non-Federal entity is notified in writing by the Federal awarding agency, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period.
 - (c) Records for real property and equipment acquired with Federal funds must be retained for 3 years after final disposition.
 - (d) When records are transferred to or maintained by the Federal awarding agency or pass-through entity, the 3-year retention requirement is not applicable to the non-Federal entity.
 - (e) Records for program income transactions after the period of performance. In some cases recipients must report program income after the period of performance. Where there is such a requirement, the retention period for the records pertaining to the earning of the program income starts from the end of the non-Federal entity's fiscal year in which the program income is earned.
 - (f) Indirect cost rate proposals and cost allocations plans. This paragraph applies to the following types of documents and their supporting records: Indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage charge back rates or composite fringe benefit rates).
 - (1) If submitted for negotiation. If the proposal, plan, or other computation is required to be submitted to the Federal Government (or to the pass-through entity) to form the basis for negotiation of the rate, then the 3-year retention period for its supporting records starts from the date of such submission.
 - (2) If not submitted for negotiation. If the proposal, plan, or other computation is not required to be submitted to the Federal Government (or to the pass-through entity) for negotiation purposes, then the 3-year retention period for the proposal, plan, or computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation. (§ 200.334)

**FEDERAL STATEMENT OF ASSURANCES
2025 – 2029**

SIGNATURE OF AGREEMENT

Name of Agency

Printed Name of Agency Head

Signature of Agency Head

Date

***TO BE SIGNED AND RETURNED BY THE APPLICANT**

**COLLEGE AND CAREER
READINESS (CCR) STATEMENT OF
ASSURANCES
2025 – 2029**

PROGRAM OPERATIONS

1. The Applicant agrees to use the data collection system(s) designated in the North Carolina College and Career Readiness Assessment Manual (LEIS and Benchmark Data Solutions© (as of April 2021) and adhere to the NCCCS-CCR and NRS requirements for data entry.
2. As a North Carolina CCR requirement, the applicant agrees to employ a professional staff member to serve as Data Manager. The Data Manager will have a clear understanding of how data is collected, data entry, attestation, error corrections and data resolution experience.
3. The applicant will abide by the NC Assessment Manual. NCCCS reserves the right to update policies throughout the year and the program agrees to commit to updated policies. The failure of a program to demonstrate compliance with the policy requirements in the NC Assessment Manual may have consequences, including but not limited to remedial action, withholding of funds, grant reduction, or grant termination.
4. The program agrees to identify a professional development contact.
5. The Applicant agrees to coordinate its program with other adult education stakeholders, including WIOA partners, to avoid duplication of services available through other programs serving adults.
6. Applicants will be designated as one-stop partners and are required to align and contribute to the one-stop delivery systems in Local Workforce Development Areas. Specifically, one-stop partners are required to enter into a local Memorandum of Understanding with the LWDB. 34 CFR 463.420.
 - (a) Provide access to its programs or activities through the one-stop delivery system, in addition to any other appropriate locations
 - (b) Use a portion of funds made available to the partner's program, to the extent consistent with the Federal law authorizing the partner's program and with Federal cost principles in 2 CFR parts 200 and 3474 (requiring, among other things, that costs are allowable, reasonable, necessary, and allocable), to:
 - (1) Provide applicable career services; and
 - (2) Work collaboratively with the State and Local WDBs to establish and maintain the one-stop delivery system. This includes jointly funding the one-stop infrastructure through partner contributions that are based upon:
 - i. A reasonable cost allocation methodology by which infrastructure costs are charged to each partner based on proportionate use and relative benefit received
 - ii. Federal cost principles
 - iii. Any local administrative cost requirements in the Federal law authorizing the partner's program. (This is further described in § 463.700.)
 - (c) Enter into an MOU with the Local WDB relating to the operation of the one-stop delivery system that meets the requirements of § 463.500(b)
 - (d) Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements; and
 - (e) Provide representation on the State and Local WDBs as required and participate in Board committees as needed.
7. The Applicant agrees that the Program Director and all program staff will participate in all CCR required professional development activities scheduled during the term of this grant award.

8. The Applicant agrees to provide a minimum of five percent administrative funds for staff development to ensure that the program employs and maintains a well-qualified staff, including teachers, counselors, and administrators.
9. The Applicant agrees to employ staff who hold NRS approved certifications.
10. The Applicant agrees to fully cooperate with monitoring and evaluation activities required by NCCCS, College and Career Readiness Section.
11. The Applicant agrees to obtain NCCCS-CCR approval prior to any programmatic changes that deviate from the submitted approved grant application.
12. The Applicant agrees to implement the 13 considerations as WIOA Title II requires.

FISCAL MANAGEMENT

1. The Applicant agrees to be the fiscal agent for the grant award received from NCCCS-CCR.
2. The Applicant agrees to provide timely and accurate reports which include:
 - a. Completion of Budgets
 - b. Requests for Reimbursement
 - c. Budget Amendment Requests
3. The Applicant agrees to require and maintain a certificate of the insurance for each of its program sites verifying that each building meets North Carolina building codes.
4. The Applicant agrees to maintain a record of actual expenditures of local, State, and Federal funds for activities allowed under WIOA Title II. The local, State, and Federal funds must be maintained as separate line items to maintain their separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowed. The actual expenditures must reflect the amounts allocated for each line item in the annual budget approved by NCCCS-CCR.
5. As a North Carolina CCR requirement, the Applicant agrees not to use Federal or State funds to travel outside the country and to receive prior approval for travel outside North Carolina by virtue of inclusion in the local plan.
6. The Applicant agrees to maintain and submit time-and-effort records for all employees that provide services through the WIOA AEFLA grant or who are funded wholly or in part funded through the WIOA grant award or matching funds. These records must be submitted monthly and/or on a semiannual basis to NCCCS, Office of Adult Education.
7. The Applicant agrees to ensure that funds made available for Adult Education and Literacy activities under this subtitle shall supplement and not supplant other Federal, State, or local public funds expended for Adult Education and Literacy activities.
8. The Applicant agrees all budget amendments over 10% of the original budget line must be approved by NCCCS, College and Career Readiness Section.
9. The Applicant agrees to provide adequate staff development funds to ensure that the program employs and maintains a well-qualified staff, including teachers, counselors, and administrators.
 - a. Unless 5% is too restrictive to accomplish the tasks, then a higher rate may be negotiated.
 - b. If requesting to negotiate an administrative cost rate that exceeds 5%, a cover letter must be addressed to the pass-through entity. The letter must include a narrative with the percent increase requested and a justification of why these administrative costs are essential for program performance and compliance.

10. The Applicant agrees to retain all local program records and supporting documents for three years from the date of submission of the final expenditure report. 2 CFR 200.334 states, "Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities."
11. The Applicant agrees to keep all state and local Adult High School transcripts and diplomas on file indefinitely.
12. The Applicant agrees that the amount of Federal funds allocated for services to incarcerated and/or institutionalized adults may not exceed 20% of the total Federal authorization.
13. The Applicant understands that funding is contingent on Federal and State legislation.

**COLLEGE AND CAREER READINESS -STATEMENT OF ASSURANCES
2025 – 2029**

SIGNATURE OF AGREEMENT

Name of Agency

Printed Name of Agency Head

Signature of Agency Head

Date

***TO BE SIGNED AND RETURNED BY THE APPLICANT**

GENERAL EDUCATION PROVISIONS ACT

ATTACHMENT

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 (20 USC § 1228a(b)) Attestation – WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements.

If funded, the provider will take the following steps to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Please provide an explanation of the steps that will be taken regarding compliance with GEPA requirements.

Program Director: (Name and Title) _____

Signature of Program Director: _____ Date: _____

***TO BE SIGNED, COMPLETED AND RETURNED BY THE APPLICANT**

Title II Competitive Grant Application
Part IB
Section 231



AEFLA 231 COMPETITIVE GRANT APPLICATION QUESTIONS

All narrative responses will be reviewed based upon the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231, 29 USC § 3321. The following 13 Considerations and corresponding questions should be completed in the order listed. All applicants are not required to apply for the 231 grant award; however, all applicants must furnish responses to the 13 consideration questions. The questions for the 13 considerations are required for the 231, 225 and 243 grant awards. Supplemental questions must be completed in order to apply for 225 and 243. Refer to pages 60 and 83 for the 225 and 243 supplemental questions.

Each consideration response should be limited to a 5,000-character maximum – approximately 750-word limit per question.

CAPACITY AND COMMITMENT

Consideration 1

The degree to which the eligible provider will be responsive to:

- (A) Regional needs as identified in the local plan under WIOA Section 108; and
- (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:
 - (i) Have low levels of literacy skills; or
 - (ii) Are English language learners.

Please address the following:

- 1) What are the local and/or regional workforce needs of the identified geographical/service delivery area as identified by the Local Workforce Plan?
 - a) How does adult education fit into the workforce strategies identified in the plan?
- 2) Detail the literacy needs of the provider's target population. Cite sources.
- 3) How will the provider deliver services to meet the local and/or regional needs described above?
- 4) How will the program provide services to meet the needs of the target population of the area? Specifically describe how the provider will meet the needs of persons with low levels of literacy and English language learners.
- 5) 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).

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

1. Describe how the organization's policy will comply with the American Disabilities Act of 1990?
2. How will the provider ensure that individuals with disabilities have equitable access to programs, activities and related services?
3. How will the provider identify and provide services to students with disabilities?

Consideration 3

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

1. Describe the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.
2. If your program did not meet the NRS performance target for program years 2021-2022 (42%), 2022-2023 (43.6%), or 2023-24 (43.6%), describe the strategies you will employ to meet the future NRS performance targets?
3. Provide 3-5 strategies the provider will employ to meet the State's adjusted levels of performance.
 - a. Describe how the provider will use highly qualified instructors, effective teaching strategies, assessments, and support services to achieve learning gains.

Consideration 4

The extent to which the 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.

1. Describe how the provider will deliver services to align with the strategies and industry needs as identified in the applicable LWDB Plan(s).
2. Describe how the program will align its services and work with the local NCWorks Center to meet the goals identified in the LWDB Plan(s).

INSTRUCTIONAL PRACTICES

Consideration 5

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
- (B) Uses instructional practices that include the essential components of reading instruction

Please address the following:

1. To demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services. (Please submit a maximum of five schedules)
2. Describe other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.
3. Describe how your program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
4. Describe how your program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)

Consideration 6

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. Cite sources.

1. Describe how the program uses rigorous research and evidence-based instruction for the various content components of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) (i.e. reading, writing, speaking, mathematics, and English language acquisition).
2. Describe how the program uses the [NC Adult Education Content Standards](#).

Consideration 7

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.

1. How will the provider integrate the use of technology into classroom instruction?
2. Describe how the provider will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.
3. Describe how Digital Literacy will be incorporated into your program for current and prospective adult learners.
4. Describe how the administrative staff will observe and evaluate effective instructor and learner use of technology through various methods (classroom observations, incorporation of technology into teaching, and learner engagement, etc.)
5. Provide information on the Distance Learning software used in your program.

Consideration 8

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;

1. Describe how IET opportunities will be designed that will:
 - a. Meet the needs of specific industries and occupations.
 - b. Offer basic skills instruction with training in a specific industry sector, allowing students to earn an industry-recognized credential.
 - c. Be deliverable through a variety of instructional models, such as in-person, online, hybrid, or Hy Flex.
2. Describe how your program's instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Consideration 9

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:

1. What are the minimum qualifications for instructors, counselors and administrators in your program?
2. Describe your onboarding process for all new hires.
3. What professional development opportunities are available? Which of these are mandatory?

Paid Instructors or Volunteer Tutors	Number of Full Time	Number of Part Time
Adult Basic Education (ABE)		
Adult Secondary Education (ASE)		
English as a Second Language (ESL)		

Administrative Staff	Number of Full Time	Number of Part Time
Program Director/Dean/Executive Director		
Assistant/Associate Director		
Coordinator		

SERVICE INTEGRATION AND MANAGEMENT

Consideration 10

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 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. Please address the following:

Please describe the program’s existing career pathways.

1. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the North Carolina Unified State Plan?
2. Include partnerships with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies.

	Current	Prospective
List your program's current and prospective partnerships that focus on assisting adult learners with addressing the following barrier removal area(s): childcare, transportation, food insecurity, employment.		
Community Support		
Transition to postsecondary education and training		

Consideration 11

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:

1. Describe how the program will offer flexible schedules to support specialized student needs.
2. How will the program assess students' educational needs, and the need for support services and accommodations? Include details regarding services such as childcare, transportation, mental health services, and career planning.
3. How will the program identify and resolve barriers to student completion?
4. Describe and identify additional partnerships and resources that are needed holistically to support adult learners.

Consideration 12

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:

1. Describe the organization's data management practices for:
 - a. Tracking student outcomes toward MSG goals;
 - b. Tracking student recruitment;
 - c. Tracking student retention;
 - d. Monitoring program performance;
 - e. Maintaining quality in the data.
2. Describe how the program applies data to support evidence-based instructional practices.
3. How will the provider utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?
4. Describe how the program will use data to inform academic intervention and remediation.
5. As a North Carolina CCR requirement, please attach a job description for the Data Manager position.
6. Describe assessment and evaluation processes to capture educational needs of your target population.

Consideration 13

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:

1. Identify the current number of English Language Learners (ELL) in your program's service area. Cite the data source.
2. Describe the local area's demonstrated need for a program that offers English Language Acquisition services.
3. Describe the program's experience with and/or ability to provide instruction and services to English Language Learners.
4. Describe the referral process and resources that are available to support the ELL population in your local service area.

Application components that must be submitted are:

- **Part I-A (include the following documents as one PDF)**

Part I-A must be submitted by all applicants.

- Cover Page
- Demonstrated Effectiveness Screening Tool
- Signed Federal and State Certifications and Assurances
- Signed GEPA Form and Completed Explanation
- Job Description for Data Manager Position
- Instructional Schedule

- **Part I-B (include the following documents as one PDF)**

Part I-B must be submitted by all applicants.

- Completed Responses for the 13 Considerations
- Section 231 Budget
- Section 231 Budget Narrative
- Sample Lesson Plan

- **Part III-225 Corrections & Other Institutionalized Individuals**

(include the following documents as one PDF)

- Section 225 13 Considerations Responses
- Section 225 Narrative - Supplemental Questions
- Section 225 Budget
- Section 225 Budget Narrative

- **Part IV-243 IEL/CE Grant Application**

(include the following documents as one PDF)

- Section 243 13 Considerations Responses
- Section 243 Narrative - Supplemental Questions
- Section 243 Budget
- Section 243 Budget Narrative

Application Submission Instructions

1. Access the Portal

Open your web browser and go to [Moodle® login page](<https://learn.cord.org/login/index.php>).

2. Log In

When the login screen appears, you'll see fields for the USERNAME and PASSWORD.

3. Obtain Username and Password

If you don't already have a username and password, you need to request them by emailing bbrown@nccommunitycolleges.edu with the subject "New Applicant Portal Access."

4. Login Details

You will receive your username and password via email. Remember, do not click on the "Create a new account" button as your account will be created and provided to you.

5. Existing Accounts

If you have an existing CORD account with CCR NCCCS, you can use it to log in and proceed with your application.

6. Login to the Portal

Once you have your credentials, enter them on the login page and click the blue "Log in" button.

7. Navigate the Portal

After logging in, you'll be directed to the home screen.

8. Accessing Courses and Grants

Click on "My Courses" in the top left corner of the home screen to find courses and grant applications. Specifically, look for the 2025-2029 Adult Education and Family Literacy Act (AEFLA) Federal grant award application.

9. Finding the Grant Application

Click the "WIOA" link and then select the link for the 2025-2029 AEFLA Grant Applications: 231 AEFLA Grant, 225 Corrections Education, or 243 Integrated English Literacy and Civic Education. Here, you will find instructions for completing and submitting the Federal grant applications.

10. Submitting the Application

To submit your completed documents, navigate to the section entitled "Submit RFP Application". Click on the links provided in this section to submit all necessary documents for the grant.

Application components that must be submitted for Part I-A are:

1. Cover Page
2. Demonstrated Effectiveness Screening Tool
3. Signed Federal and State Certifications and Assurances
Signed GEPA Form and Completed Explanation
4. Job Description for Data Manager Position
Instructional Schedule

Each grant application, whether you're submitting one or three, must be submitted individually. All required documents for each grant should be compiled into a single PDF. Ensure that each complete PDF is submitted by the deadline of **11:59 p.m. on March 17, 2025**.

Failure to meet the deadline via the portal will disqualify the applicant for funding consideration. Failure to complete all forms as directed will result in an incomplete application and, therefore, disqualification. No hard copies or email transmissions will be accepted.

Title II Competitive Grant Application

Part II

231 Budget and Budget Narrative



NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
COMMUNITY COLLEGES
Title II, AEFLA BUDGET DOCUMENT
Effective Date: July 1, 2025 - June 30, 2026

Provider Name:

Federal ID#	State Match	Federal	Category Totals
A. Salaries, Instructional			
B. Salaries, Non-Instructional			
C. Employer's Retirement			
D. Employer's Social Security			
E. Employer's Hospitalization			
F. Career Services			
G. Educational Supplies and Materials <=\$10,000 per unit price			
H. Equipment (must be pre-approved >\$10,000 per unit price)			
I. Contractual Services			
J. Staff Travel			
K. Administrative Costs/Indirect <i>Total Administrative Costs cannot exceed 5% of total Federal budget.</i>	Applicants should indicate the source of funding for matching dollars (local, state, or private funds)		
	Salaries		
	Other Expenses		
	Indirect Cost		
Total			

Indirect Costs 2 CFR 200.56 Cost incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved.
Examples: Business office functions, including accounting and finance , Human resource functions ,Computer hardware (general purpose), Facilities costs (space, rental, utilities, etc.), Maintenance

Chief Fiscal Officer of Provider | Date

Assistant Adult Education State Director | Date

Adult Education Program Director/President | Date

Adult Education State Director | Date

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
 COMMUNITY BASED ORGANIZATIONS
 Title II, AEFLA BUDGET DOCUMENT
 Effective Date: July 1, 2025 - June 30, 2026

Provider Name:

Federal ID#	40% Match	Federal	Category Totals
A. Salaries, Instructional			
B. Salaries, Non-Instructional			
C. Employer's Retirement			
D. Employer's Social Security			
E. Employer's Hospitalization			
F. Career Services			
G. Educational Supplies and Materials <=\$10,000 per unit price			
H. Equipment (must be pre-approved >\$10,000 per unit price)			
I. Contractual Services			
J. Staff Travel			
K. Administrative Costs/Indirect <small>Applicants should indicate the source of funding for matching dollars (local, state, or private funds)</small> <u>Total Administrative Costs cannot exceed 5% of total Federal budget.</u>			
	Salaries		
	Other Expenses		
	Indirect Cost		
Indirect Costs 2 CFR 200.56 Cost incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. Examples: Business office functions, including accounting and finance , Human resource functions ,Computer hardware (general purpose), Facilities costs (space, rental, utilities, etc.), Maintenance	Total		

 Chief Fiscal Officer of Provider | Date

 Assistant Adult Education State Director | Date

 Adult Education Program Director/President | Date

 Adult Education State Director | Date

C. Full-Time Employees' Retirement

Description		Percent	Amount
Category Total			

D. All Employees' Social Security

Description		Percent	Amount
Category Total			

E. Full-Time Employees' Hospitalization Monthly Coverage

Description	Total # of Months	Rate Per Month	Amount
Category Total			

F. Career Services (If you enter *salary values* here, do not forget to enter data for retirement, hospitalization, and social security above.)

Description	Cost / Hourly Rate	# of Hours	Amount
Category Total			

G. Educational Supplies and Materials

Description	Cost Per Unit	# Units	Amount
Category Total			

H. Equipment (If \$5,000 or more, it must be pre-approved)

Description	Cost Per Unit	# Units	Amount
Category Total			

I. Contractual Services

Description	Salary / Cost Per	# of Positions	Amount
Category Total			

J. Staff Travel

Description	Cost Per Unit	# Units	Amount
Category Total			

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

Title II Competitive Grant Application
Part III
Section 225
Corrections Education and Other Institutionalized Individuals



All narrative responses for the Corrections Education and Other Institutionalized Individuals application must be reviewed in accordance with the specifications set forth by the Workforce Innovation and Opportunity Act, Section 225. Applicants are required to complete the 225 Corrections Education questions in the specified sequence. Additionally, to be considered eligible for participation in the RFP process, applicants must provide responses to the 13 Considerations.

Responding to the 13 Considerations Based on Corrections Education-Aligned Activities

Please carefully review and address the following 13 considerations, ensuring that all responses are tied directly to the activities that align with Corrections Education. Each consideration must be addressed with specific examples, measurable goals, and a clear demonstration of how your activities support the objectives of the Corrections Education program.

**Each response should be limited to a 5,000-character maximum
– approximately 750-word limit per question.**

CAPACITY AND COMMITMENT

Consideration 1

The degree to which the eligible provider will be responsive to:

- (A) Regional needs as identified in the local plan under WIOA Section 108; and
- (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:
 - (i) Have low levels of literacy skills; or
 - (ii) Are English language learners.

Please address the following:

1. What are the local and/or regional workforce needs of the identified geographical/service delivery area as identified by the Local Workforce Plan?
 - a. How does adult education fit into the workforce strategies identified in the plan?
2. Detail the literacy needs of the provider's target population. Cite sources.
3. How will the provider deliver services to meet the local and/or regional needs described above?
4. How will the program provide services to meet the needs of the target population of the area? Specifically describe how the provider will meet the needs of persons with low levels of literacy and English language learners.
5. 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).

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

1. Describe how the organization's policy will comply with the American Disabilities Act of 1990?
2. How will the provider ensure that individuals with disabilities have equitable access to programs, activities and related services?
3. How will the provider identify and provide services to students with disabilities?

Consideration 3

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

1. Describe the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.
2. If your program did not meet the NRS performance target for program years 2021-2022 (42%), 2022-2023 (43.6%), or 2023-24 (43.6%), describe the strategies you will employ to meet the future NRS performance targets?
3. Provide 3-5 strategies the provider will employ to meet the State's adjusted levels of performance.
 - a. Describe how the provider will use highly qualified instructors, effective teaching strategies, assessments, and support services to achieve learning gains.

Consideration 4

The extent to which the 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.

1. Describe how the provider will deliver services to align with the strategies and industry needs as identified in the applicable LWDB Plan(s).
2. Describe how the program will align its services and work with the local NCWorks Center to meet the goals identified in the LWDB Plan(s).

INSTRUCTIONAL PRACTICES

Consideration 5

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
- (B) Uses instructional practices that include the essential components of reading instruction

Please address the following:

1. To demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services. (Please submit a maximum of five schedules)
2. Describe other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.
3. Describe how your program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
4. Describe how your program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)

Consideration 6

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. Cite sources.

1. Describe how the program uses rigorous research and evidence-based instruction for the various content components of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) (i.e. reading, writing, speaking, mathematics, and English language acquisition).
2. Describe how the program uses the [NC Adult Education Content Standards](#).

Consideration 7

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.

1. How will the provider integrate the use of technology into classroom instruction?
2. Describe how the provider will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.
3. Describe how Digital Literacy will be incorporated into your program for current and prospective adult learners.
4. Describe how the administrative staff will observe and evaluate effective instructor and learner use of technology through various methods (classroom observations, incorporation of technology into teaching, and learner engagement, etc.)
5. Provide information on the Distance Learning software used in your program.

Consideration 8

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;

1. Describe how IET opportunities will be designed that will:
 - a. Meet the needs of specific industries and occupations.
 - b. Offer basic skills instruction with training in a specific industry sector, allowing students to earn an industry-recognized credential.
 - c. Be deliverable through a variety of instructional models, such as in-person, online, hybrid, or Hy Flex.
2. Describe how your program's instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Consideration 9

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:

1. What are the minimum qualifications for instructors, counselors and administrators in your program?
2. Describe your onboarding process for all new hires.
3. What professional development opportunities are available? Which of these are mandatory?

Paid Instructors or Volunteer Tutors	Number of Full Time	Number of Part Time
Adult Basic Education (ABE)		
Adult Secondary Education (ASE)		
English as a Second Language (ESL)		

Administrative Staff	Number of Full Time	Number of Part Time
Program Director/Dean/Executive Director		
Assistant/Associate Director		
Coordinator		

SERVICE INTEGRATION AND MANAGEMENT

Consideration 10

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 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. Please address the following:

Please describe the program’s existing career pathways.

1. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the North Carolina Unified State Plan?
2. Include partnerships with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies.

	Current	Prospective
List your program's current and prospective partnerships that focus on assisting adult learners with addressing the following barrier removal area(s): childcare, transportation, food insecurity, employment.		
Community Support		
Transition to postsecondary education and training		

Consideration 11

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:

1. Describe how the program will offer flexible schedules to support specialized student needs.
2. How will the program assess students' educational needs, and the need for support services and accommodations? Include details regarding services such as childcare, transportation, mental health services, and career planning.
3. How will the program identify and resolve barriers to student completion?
4. Describe and identify additional partnerships and resources that are needed holistically to support adult learners.

Consideration 12

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:

1. Describe the organization's data management practices for:
 - a. Tracking student outcomes toward MSG goals;
 - b. Tracking student recruitment;
 - c. Tracking student retention;
 - d. Monitoring program performance;
 - e. Maintaining quality in the data.
2. Describe how the program applies data to support evidence-based instructional practices.
3. How will the provider utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?
4. Describe how the program will use data to inform academic intervention and remediation.
5. As a North Carolina CCR requirement, please attach a job description for the Data Manager position.
6. Describe assessment and evaluation processes to capture educational needs of your target population.

Consideration 13

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:

1. Identify the current number of English Language Learners (ELL) in your program's service area. Cite the data source.
2. Describe the local area's demonstrated need for a program that offers English Language Acquisition services.
3. Describe the program's experience with and/or ability to provide instruction and services to English Language Learners.
4. Describe the referral process and resources that are available to support the ELL population in your local service area.

AEFLA 225 COMPETITIVE GRANT SUPPLEMENTAL QUESTIONS

Provider Name	Federal ID #

Provider's Literacy Service Area Table			
Separately list each location where literacy services will be provided:			
	List the name of the facility or institution in this column by number of students expected to be served in each.	Type of Facility: (prison, jail, reformatory, work farm, day incarceration center, detention center, community-based rehabilitation center, workforce development center, halfway house, transition house, etc.)	Type of service(s) provided: (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training, (5) career pathways, (6) concurrent enrollment, (7) peer tutoring, and (8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.
1			
2			
3			
4			
5			
6			
7			

AEFLA 225 COMPETITIVE GRANT SUPPLEMENTAL QUESTIONS (Cont.)

1. Describe how the program provides or will provide educational programming for offenders in correctional institutions and other institutionalized individuals. The following activities must be offered:
 - a. Adult education and literacy activities (ABE, ASE, ELA).
 - b. Transition to reentry initiatives and other post-release services with the goal of reducing recidivism.

Provider Literacy Service Area

2. Describe how the program currently provides or will expand services to include post-release transition services. Each eligible agency using funds provided under Section 225 to carry out a program for offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participating in the program.

Provider Literacy Service Area

3. Describe how the program prepares instructors to meet the unique needs of incarcerated populations.

Provider Literacy Service Area

4. Describe how the program incorporates or will incorporate services to include IET in corrections settings. Include how the program will align with the labor market for jobs that do not have justice involved history restrictions.

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Title II, AEFLA SECTION 225 BUDGET DOCUMENT

Effective Date: July 1, 2025 - June 30, 2026

Provider Name:

Federal ID#	Category Totals									
A. Salaries, Instructional										
B. Salaries, Non-Instructional										
C. Employer's Retirement										
D. Employer's Social Security										
E. Employer's Hospitalization										
F. Career Services										
G. Educational Supplies and Materials <=\$10,000 per unit price										
H. Equipment (must be pre-approved >\$10,000 per unit price)										
I. Contractual Services										
J. Staff Travel										
K. Adminstrative Costs/Indirect										
<p><i>Total Administrative Costs cannot exceed 5% of total Federal budget.</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center;">Salaries</td> <td style="width: 30%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">Other Expenses</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Indirect Cost</td> <td></td> </tr> </table>		Salaries			Other Expenses			Indirect Cost		
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Chief Fiscal Officer of Provider | Date

Assistant Adult Education State Director | Date

Adult Education Program Director/President | Date

Adult Education State Director | Date

C. Full-Time Employees' Retirement

Description		Percent	Amount
Category Total			

D. All Employees' Social Security

Description		Percent	Amount
Category Total			

E. Full-Time Employees' Hospitalization Monthly Coverage

Description	Total # of Months	Rate Per Month	Amount
Category Total			

F. Career Services (If you enter e, do not forget to enter data for retirement, hospitalization, and social security above.)

Description	Cost / Hourly Rate	# of Hours	Amount
Category Total			

G. Educational Supplies and Materials

Description	Cost Per Unit	# Units	Amount
Category Total			

H. Equipment (If \$5,000 or more, it must be pre-approved)

Description	Cost Per Unit	# Units	Amount
Category Total			

I. Contractual Services

Description	Salary / Cost Per	# of Positions	Amount
Category Total			

J. Staff Travel

Description	Cost Per Unit	# Units	Amount
Category Total			

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

Title II Competitive Grant Application
Part IV
Section 243
Integrated English Language Civics Education



All narrative responses for the Integrated English Literacy and Civics Education (IELCE) application must be reviewed in accordance with the specifications set forth by the Workforce Innovation and Opportunity Act, Section 243. Applicants are required to complete the 243 Integrated English Literacy and Civics Education questions in the specified sequence. Additionally, to be considered eligible for participation in the RFP process, applicants must provide responses to the 13 Considerations. Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA.

Responding to the 13 Considerations Based on IELCE-Aligned Activities

Please carefully review and address the following 13 considerations, ensuring that all responses are directly tied to activities that align with the Integrated English Literacy and Civics Education (IELCE) award. Each consideration must be addressed with specific examples, measurable goals, and a clear demonstration of how your activities support the objectives of the IELCE program.

When addressing the 13 considerations, be sure to consider the following key components: English Literacy Instruction, Civics Education, Learner-Centered Instruction, Workforce Preparation, Community Integration, Access to Support Services, Use of Technology, Assessment and Evaluation, Collaboration with Partners, and Measurable Outcomes.

**Each response should be limited to a 5,000-character maximum – approximately
750-word limit per question.**

CAPACITY AND COMMITMENT

Consideration 1

The degree to which the eligible provider will be responsive to:

- (A) Regional needs as identified in the local plan under WIOA Section 108; and
- (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:
 - (i) Have low levels of literacy skills; or
 - (ii) Are English language learners.

Please address the following:

1. What are the local and/or regional workforce needs of the identified geographical/service delivery area as identified by the Local Workforce Plan?
 - a. How does adult education fit into the workforce strategies identified in the plan?
2. Detail the literacy needs of the provider's target population. Cite sources.
3. How will the provider deliver services to meet the local and/or regional needs described above?
4. How will the program provide services to meet the needs of the target population of the area? Specifically describe how the provider will meet the needs of persons with low levels of literacy and English language learners.
5. 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).

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

1. Describe how the organization's policy will comply with the American Disabilities Act of 1990?
2. How will the provider ensure that individuals with disabilities have equitable access to programs, activities and related services?
3. How will the provider identify and provide services to students with disabilities?

Consideration 3

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

1. Describe the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.
2. If your program did not meet the NRS performance target for program years 2021-2022 (42%), 2022-2023 (43.6%), or 2023-24 (43.6%), describe the strategies you will employ to meet the future NRS performance targets?
3. Provide 3-5 strategies the provider will employ to meet the State's adjusted levels of performance.
 - a. Describe how the provider will use highly qualified instructors, effective teaching strategies, assessments, and support services to achieve learning gains.

Consideration 4

The extent to which the 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.

1. Describe how the provider will deliver services to align with the strategies and industry needs as identified in the applicable LWDB Plan(s).
2. Describe how the program will align its services and work with the local NCWorks Center to meet the goals identified in the LWDB Plan(s).

INSTRUCTIONAL PRACTICES

Consideration 5

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
- (B) Uses instructional practices that include the essential components of reading instruction

Please address the following:

1. To demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services. (Please submit a maximum of five schedules)
2. Describe other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.
3. Describe how your program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
4. Describe how your program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)

Consideration 6

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. Cite sources.

1. Describe how the program uses rigorous research and evidence-based instruction for the various content components of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) (i.e. reading, writing, speaking, mathematics, and English language acquisition).
2. Describe how the program uses the [NC Adult Education Content Standards](#).

Consideration 7

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.

1. How will the provider integrate the use of technology into classroom instruction?
2. Describe how the provider will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.
3. Describe how Digital Literacy will be incorporated into your program for current and prospective adult learners.
4. Describe how the administrative staff will observe and evaluate effective instructor and learner use of technology through various methods (classroom observations, incorporation of technology into teaching, and learner engagement, etc.)
5. Provide information on the Distance Learning software used in your program.

Consideration 8

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;

1. Describe how IET opportunities will be designed that will:
 - a. Meet the needs of specific industries and occupations.
 - b. Offer basic skills instruction with training in a specific industry sector, allowing students to earn an industry-recognized credential.
 - c. Be deliverable through a variety of instructional models, such as in-person, online, hybrid, or Hy Flex.
2. Describe how your program's instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Consideration 9

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:

1. What are the minimum qualifications for instructors, counselors and administrators in your program?
2. Describe your onboarding process for all new hires.
3. What professional development opportunities are available? Which of these are mandatory?

Paid Instructors or Volunteer Tutors	Number of Full Time	Number of Part Time
Adult Basic Education (ABE)		
Adult Secondary Education (ASE)		
English as a Second Language (ESL)		

Administrative Staff	Number of Full Time	Number of Part Time
Program Director/Dean/Executive Director		
Assistant/Associate Director		
Coordinator		

SERVICE INTEGRATION AND MANAGEMENT

Consideration 10

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 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. Please address the following:

Please describe the program’s existing career pathways.

1. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the North Carolina Unified State Plan?
2. Include partnerships with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies.

	Current	Prospective
List your program's current and prospective partnerships that focus on assisting adult learners with addressing the following barrier removal area(s): childcare, transportation, food insecurity, employment.		
Community Support		
Transition to postsecondary education and training		

Consideration 11

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:

1. Describe how the program will offer flexible schedules to support specialized student needs.
2. How will the program assess students' educational needs, and the need for support services and accommodations? Include details regarding services such as childcare, transportation, mental health services, and career planning.
3. How will the program identify and resolve barriers to student completion?
4. Describe and identify additional partnerships and resources that are needed holistically to support adult learners.

Consideration 12

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:

1. Describe the organization's data management practices for:
 - a. Tracking student outcomes toward MSG goals;
 - b. Tracking student recruitment;
 - c. Tracking student retention;
 - d. Monitoring program performance;
 - e. Maintaining quality in the data.
2. Describe how the program applies data to support evidence-based instructional practices.
3. How will the provider utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?
4. Describe how the program will use data to inform academic intervention and remediation.
5. As a North Carolina CCR requirement, please attach a job description for the Data Manager position.
6. Describe assessment and evaluation processes to capture educational needs of your target population.

Consideration 13

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:

1. Identify the current number of English Language Learners (ELL) in your program's service area. Cite the data source.
2. Describe the local area's demonstrated need for a program that offers English Language Acquisition services.
3. Describe the program's experience with and/or ability to provide instruction and services to English Language Learners.
4. Describe the referral process and resources that are available to support the ELL population in your local service area.

243 IELCE SUPPLEMENTAL QUESTIONS

Program Design and Delivery Integration:

1. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

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 NCCCS CCR Adult Education Content Standards and the English Language Proficiency Standards for Adult Education.

Recruitment, Retention, and Support Strategies:

2. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

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.

Instructional Approaches and Curriculum Alignment:

3. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

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 NCCCSCCR 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.

Outcomes, Evaluation, and Regional Responsiveness:

4. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to 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.

Outline your methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.

Describe how your program will respond to the regional needs of the ELL population as identified by the LWDB, including data-supported strategies to serve this demographic effectively.

Partnerships for Enhanced Opportunities:

5. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

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?

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
 NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 Title II, AEFLA SECTION 243 BUDGET DOCUMENT
 Effective Date: July 1, 2025 - June 30, 2026

Provider Name:

Federal ID#	Category Totals									
A. Salaries, Instructional										
B. Salaries, Non-Instructional										
C. Employer's Retirement										
D. Employer's Social Security										
E. Employer's Hospitalization										
F. Career Services										
G. Educational Supplies and Materials <=\$10,000 per unit price										
H. Equipment (must be pre-approved >\$10,000 per unit price)										
I. Contractual Services										
J. Staff Travel										
K. Administrative Costs/Indirect										
<i>Total Administrative Costs cannot exceed 5% of total Federal budget.</i>										
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Salaries										
Other Expenses										
Indirect Cost										
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Examples: Business office functions, including accounting and finance , Human resource functions ,Computer hardware (general purpose), Facilities costs (space, rental, utilities, etc.), Maintenance

 Chief Fiscal Officer of Provider | Date

 Adult Education Program Director/President | Date

 Assistant Adult Education State Director | Date

 Adult Education State Director | Date

C. Full-Time Employees' Retirement

Description		Percent	Amount
Category Total			

D. All Employees' Social Security

Description		Percent	Amount
Category Total			

E. Full-Time Employees' Hospitalization Monthly Coverage

Description	Total # of Months	Rate Per Month	Amount
Category Total			

F. Career Services (If you enter *salary values* here, do not forget to enter data for retirement, hospitalization, and social security above.)

Description	Cost / Hourly Rate	# of Hours	Amount
Category Total			

G. Educational Supplies and Materials

Description	Cost Per Unit	# Units	Amount
Category Total			

H. Equipment (If \$5,000 or more, it must be pre-approved)

Description	Cost Per Unit	# Units	Amount
Category Total			

I. Contractual Services

Description	Salary / Cost Per	# of Positions	Amount
Category Total			

J. Staff Travel

Description	Cost Per Unit	# Units	Amount
Category Total			

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

**Title II Competitive Grant
Application Rubrics
Part V**



Title II Adult Education Grant Application Rubric

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

Grant/Funding Stream	Applicant Points Received	Total Points Available
Title II Adult Education (231)		52

Capacity and Commitment - Consideration 1

The degree to which the eligible provider will be responsive to:

(A) Regional needs as identified in the local plan under WIOA Section 108; and

(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: (i) Have low levels of literacy skills; or (ii) Are English language learners.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant will explicitly serve a population of individuals eligible to receive AEFLA services.	The applicant will generally serve a population of individuals eligible to receive AEFLA services.	The applicant will somewhat serve a population of individuals eligible to receive AEFLA services.	The applicant indicates it will serve individuals that are not eligible to receive AEFLA services.
Applicant explicitly describes how it will serve individuals most in need.	Applicant generally describes how it will serve individuals most in need.	Applicant somewhat describes how it will serve individuals most in need.	Applicant does not describe how it will serve individuals most in need.
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 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 address an identified, but unfilled need, in its region and its approach generally 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 generally 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).

Reader Score for Consideration 1:

Capacity and Commitment - Consideration 2

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 points)
The applicant will explicitly serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will generally serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will somewhat serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant does not serve individuals with disabilities, including eligible individuals with learning disabilities.
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.

Reader Score for Consideration 2:

Capacity and Commitment - Consideration 3

The past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant's demonstrated skill growth exceeded the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant's demonstrated skill growth met the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant's demonstrated skill growth is between 34.8%-43.2% (which is 80%-99% of the 2022-23 and 2023-24 MSG target)	The applicant does not achieve a 34.8% growth rate. (less than 80% of the 2022-23 and 2023-24 MSG target)
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.

Reader Score for Consideration 3:

Capacity and Commitment - Consideration 4

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local 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 points)
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 its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant generally describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant somewhat describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant does not describe how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).
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 describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).

Reader Score for Consideration 4:

Instructional Practices - Consideration 5

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
- B) Uses instructional practices that include the essential components of reading instruction

Uses instructional objectives with activities that sufficiently meet the learning objectives

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant’s course schedule will have a minimum of six instructional hours per week.	The applicant’s course schedule will have a minimum of four instructional hours per week.	The applicant’s course schedule will have a minimum of two instructional hours per week.	The applicant’s course schedule will have a minimum of one instructional hour per week.
All of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Several of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Only two of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	None of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.
The applicant explicitly bases instruction on the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant describes in general terms how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant somewhat describes how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant does not describe how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.
The applicant explicitly demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant generally demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant somewhat demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant does not demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.
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 their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant generally describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant somewhat describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
The applicant explicitly describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant generally describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant somewhat describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).

Reader Score for Consideration 5:

Instructional Practices - Consideration 6

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 points)
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.

Reader Score for Consideration 6:

Instructional Practices - Consideration 7

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. Programs must have distance learning software available to support the instruction of adult learners;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.

Reader Score for Consideration 7:

Instructional Practices - Consideration 8

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 points)
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 IET will be designed to meet the needs of specific industries and occupations.	The applicant generally describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant somewhat describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant does not describes how their IET will be designed to meet the needs of specific industries and occupations.
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, Hy Flex, 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, Hy Flex, 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, Hy Flex, 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, Hy Flex, or Hybrid.
The applicant explicitly describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant generally describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant somewhat describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant does not describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Reader Score for Consideration 8:

Instructional Practices - Consideration 9

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 points)
The applicant explicitly explains how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.	The applicant somewhat describes how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.
The applicant explicitly explains how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant describes in general terms how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant somewhat describes how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant does not describe how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.
The applicant indicates over 50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 35%-50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 15%-34% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates less than 15% of it instructors hold a teaching credential as recognized by the National Reporting System
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 a general 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 somewhat 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 provides an 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.
The applicant explicitly confirms the program has a designated professional development staff member?	The applicant generally confirms the program has a designated professional development staff member?	The applicant somewhat confirms the program has a designated professional development staff member?	The applicant does not confirm the program has a designated professional development staff member?

Reader Score for Consideration 9:

Service Integration and Management - Consideration 10

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 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.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.	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.	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.	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.
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.	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.	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.	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.
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.	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.	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.	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.
Explicitly include information on services such as childcare, transportation, mental health services, and career planning.	Generally describes information on services such as childcare, transportation, mental health services, and career planning.	Somewhat describes information on services such as childcare, transportation, mental health services, and career planning.	Does not describe 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)	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)	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)	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)

Reader Score for Consideration 10:

Service Integration and Management - Consideration 11

Whether the 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;

Excellent (4 points)	Good (3points)	Average (2 points)	Poor (1 points)
The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.	The applicant supplied a schedule that demonstrates several opportunities and locations for learning.	The applicant supplied a schedule that demonstrates few opportunities and locations for learning.	The applicant supplied a schedule that demonstrate no 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 the most service area.	Schedule displays a variety of days, times, and locations that provide access across the some service area.	The schedule does not display a variety of days, times, and locations.

Reader Score for Consideration 11:

Service Integration and Management - Consideration 12

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 points)
The applicant has a detailed plan to collect valid data 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 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 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 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's Data Manager works with a team of people who will regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works with one other person (director, coordinator, lead instructor) to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works independently to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager does not regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.
The applicant explicitly describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant generally describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant somewhat describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant does not describe the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.
The applicant explicitly describes how the program applies data to support evidence-based instructional practices.	The applicant generally describes how the program applies data to support evidence-based instructional practices.	The applicant somewhat describes how the program applies data to support evidence-based instructional practices.	The applicant does not describe how the program applies data to support evidence-based instructional practices.
The applicant explicitly describes assessment and evaluation processes to capture educational needs of their target population.	The applicant generally describes assessment and evaluation processes to capture educational needs of their target population.	The applicant somewhat describes assessment and evaluation processes to capture educational needs of their target population.	The applicant does not describe assessment and evaluation processes to capture educational needs of their target population.
The provider explicitly describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider generally describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider somewhat describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider does not describe how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.
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.
The applicant attached an explicitly detailed job description for the Data Manager.	The applicant attached a generally detailed job description for the Data Manager.	The applicant attached a somewhat detailed job description for the Data Manager.	The applicant did not attach a job description for the Data Manager.

Reader Score for Consideration 12:

Integration and Management - Consideration 13

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 points)
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
The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 10-14 years of experience providing high quality instruction, which leads to skill growth among English Language Learners.	The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.

Reader Score for Consideration 13:

Local Workforce Development Board Evaluation

To be reviewed by the local workforce development board - this form is for informational purposes only and does not need to be completed by the application reviewer.

Questions	Does the applicant meet the criteria as listed on the document?	Please make comments here to be included in the final review.
Does the application align adult education and literacy activities with the education and training objectives and activities of the local workforce plan and the Workforce Development System, including concurrent enrollment in Title I and Title II programs under WIOA, as appropriate?	Yes or No	
Does the applicant describe its plan and strategies for effectively working with workforce partners, identified by the local plan, to share resources and contribute to regional education and training efforts, including career pathway programs?	Yes or No	
Does the applicant document activities that integrate the IET programs with the Workforce Development System?	Yes or No	

The comments above will serve as a consideration in the determination of funding.

225 Corrections and Other Institutionalized Individuals

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

Grant/Funding Stream	Applicant Points Received	Total Points Available
225 Corrections and Other Institutionalized Individuals		72

Corrections Education

A maximum of 72 points may be earned on the 225 Corrections and Other Institutionalized Individuals supplemental questions. A minimum of 50 points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 225 application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Capacity and Commitment - Consideration 1

The degree to which the eligible provider will be responsive to:

(A) Regional needs as identified in the local plan under WIOA Section 108; and

(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: (i) Have low levels of literacy skills; or (ii) Are English language learners.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant will explicitly serve a population of individuals eligible to receive AEFLA services.	The applicant will generally serve a population of individuals eligible to receive AEFLA services.	The applicant will somewhat serve a population of individuals eligible to receive AEFLA services.	The applicant indicates it will serve individuals that are not eligible to receive AEFLA services.
Applicant explicitly describes how it will serve individuals most in need.	Applicant generally describes how it will serve individuals most in need.	Applicant somewhat describes how it will serve individuals most in need.	Applicant does not describe how it will serve individuals most in need.
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 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 address an identified, but unfilled need, in its region and its approach generally 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 generally 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).

Reader Score for Consideration 1:

Capacity and Commitment - Consideration 2

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 points)
The applicant will explicitly serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will generally serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will somewhat serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant does not serve individuals with disabilities, including eligible individuals with learning disabilities.
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.

Reader Score for Consideration 2:

Capacity and Commitment - Consideration 3

The past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant’s demonstrated skill growth exceeded the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant’s demonstrated skill growth met the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant’s demonstrated skill growth is between 34.8%-43.2% (which is 80%-99% of the 2022-23 and 2023-24 MSG target)	The applicant does not achieve a 34.8% growth rate. (less than 80% of the 2022-23 and 2023-24 MSG target)
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.

Reader Score for Consideration 3:

Capacity and Commitment - Consideration 4

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local 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 points)
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 its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant generally describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant somewhat describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant does not describe how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).
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 describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).

Reader Score for Consideration 4:

Instructional Practices - Consideration 5

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
- B) Uses instructional practices that include the essential components of reading instruction

Uses instructional objectives with activities that sufficiently meet the learning objectives

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant's course schedule will have a minimum of six instructional hours per week.	The applicant's course schedule will have a minimum of four instructional hours per week.	The applicant's course schedule will have a minimum of two instructional hours per week.	The applicant's course schedule will have a minimum of one instructional hour per week.
All of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Several of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Only two of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	None of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.
The applicant explicitly bases instruction on the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant describes in general terms how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant somewhat describes how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant does not describe how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.
The applicant explicitly demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant generally demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant somewhat demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant does not demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.
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 their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant generally describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant somewhat describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
The applicant explicitly describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant generally describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant somewhat describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).

Reader Score for Consideration 5:

Instructional Practices - Consideration 6

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 points)
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.

Reader Score for Consideration 6:

Instructional Practices - Consideration 7

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. Programs must have distance learning software available to support the instruction of adult learners;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.

Reader Score for Consideration 7:

Instructional Practices - Consideration 8

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 points)
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 IET will be designed to meet the needs of specific industries and occupations.	The applicant generally describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant somewhat describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant does not describes how their IET will be designed to meet the needs of specific industries and occupations.
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, Hy Flex, 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, Hy Flex, 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, Hy Flex, 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, Hy Flex, or Hybrid.
The applicant explicitly describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant generally describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant somewhat describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant does not describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Reader Score for Consideration 8:

Instructional Practices - Consideration 9

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 points)
The applicant explicitly explains how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.	The applicant somewhat describes how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.
The applicant explicitly explains how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant describes in general terms how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant somewhat describes how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant does not describe how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.
The applicant indicates over 50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 35%-50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 15%-34% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates less than 15% of it instructors hold a teaching credential as recognized by the National Reporting System
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 a general 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 somewhat 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 provides an 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.
The applicant explicitly confirms the program has a designated professional development staff member?	The applicant generally confirms the program has a designated professional development staff member?	The applicant somewhat confirms the program has a designated professional development staff member?	The applicant does not confirm the program has a designated professional development staff member?

Reader Score for Consideration 9:

Service Integration and Management - Consideration 10

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 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.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.	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.	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.	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.
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.	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.	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.	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.
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.	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.	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.	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.
Explicitly include information on services such as childcare, transportation, mental health services, and career planning.	Generally describes information on services such as childcare, transportation, mental health services, and career planning.	Somewhat describes information on services such as childcare, transportation, mental health services, and career planning.	Does not describe 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)	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)	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)	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)

Reader Score for Consideration 10:

Service Integration and Management - Consideration 11

Whether the 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;

Excellent (4 points)	Good (3points)	Average (2 points)	Poor (1 points)
The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.	The applicant supplied a schedule that demonstrates several opportunities and locations for learning.	The applicant supplied a schedule that demonstrates few opportunities and locations for learning.	The applicant supplied a schedule that demonstrate no 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 the most service area.	Schedule displays a variety of days, times, and locations that provide access across the some service area.	The schedule does not display a variety of days, times, and locations.

Reader Score for Consideration 11:

Service Integration and Management - Consideration 12

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 points)
The applicant has a detailed plan to collect valid data 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 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 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 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's Data Manager works with a team of people who will regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works with one other person (director, coordinator, lead instructor) to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works independently to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager does not regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.
The applicant explicitly describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant generally describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant somewhat describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant does not describe the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.
The applicant explicitly describes how the program applies data to support evidence-based instructional practices.	The applicant generally describes how the program applies data to support evidence-based instructional practices.	The applicant somewhat describes how the program applies data to support evidence-based instructional practices.	The applicant does not describe how the program applies data to support evidence-based instructional practices.
The applicant explicitly describes assessment and evaluation processes to capture educational needs of their target population.	The applicant generally describes assessment and evaluation processes to capture educational needs of their target population.	The applicant somewhat describes assessment and evaluation processes to capture educational needs of their target population.	The applicant does not describe assessment and evaluation processes to capture educational needs of their target population.
The provider explicitly describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider generally describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider somewhat describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider does not describe how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.
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.
The applicant attached an explicitly detailed job description for the Data Manager.	The applicant attached a generally detailed job description for the Data Manager.	The applicant attached a somewhat detailed job description for the Data Manager.	The applicant did not attach a job description for the Data Manager.

Reader Score for Consideration 12:

Integration and Management - Consideration 13

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 points)
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
The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 10-14 years of experience providing high quality instruction, which leads to skill growth among English Language Learners.	The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.

Reader Score for Consideration 13:

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1. List separately each location where literacy services will be provided.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant explicitly lists locations where services will be provided.			The applicant does not describe the locations where services will be provided.

Reader Score for Supplemental 1:

2. Describe how the program provides or will provide educational programming for criminal offenders in correctional institutions and other institutionalized individuals. The following activities must be offered: a. Adult education and literacy activities (ABE, ASE, ELA), b. Transition to re entry initiatives and other post release services with the goal of reducing recidivism

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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 describe show it will offer adult education, literacy activities, transition to reentry initiatives, and other post release services.	The applicant describes in general terms how it will offer adult education, literacy activities, transition to re-entry 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.
The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.	The program has 15 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.	The program has 10-14 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.	The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals

Reader Score for Supplemental 2:

3. Describe how the program currently provides or will expand services to include post release transition services. Each eligible agency using funds provided under Section 225 to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participating in the program.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant explicitly describes how it currently provides or will expand services to include post release transition services.	The applicant describes in general terms how it currently provides or will expand services to include post-release transition services.	The applicant somewhat describes how it currently provides or will expand services to include post-release transition services.	The applicant does not describe how it currently provides or will expand services to include post release transition services.
The applicant explicitly describes how it will recruit and serve justice involved individuals and other institutionalized individuals.	The applicant describes in general terms how it will recruit and serve justice involved individuals and other institutionalized individuals.	The applicant somewhat describes how it will recruit and serve justice involved individuals and other institutionalized individuals.	The applicant does not describe how it will recruit and serve justice involved individuals and other institutionalized individuals.

Reader Score for Supplemental 3:

4. Describe how the program prepares instructors to meet the unique needs of incarcerated populations.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.

Reader Score for Supplemental 4:

5. Describe how the program incorporates or will incorporate services to include IET in corrections settings. Include how the program will align with the labor market for jobs that do not have criminal history restrictions.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.
The applicant explicitly states how it will align with the labor market information for jobs that do not have criminal history restrictions.	The applicant describes in general terms how it will align with the labor market information for jobs that do not have criminal history restrictions.	The applicant somewhat describes how it will align with the labor market information for jobs that do not have criminal history restrictions.	The applicant does not describe how it will align with the labor market information for jobs that do not have criminal history restrictions.

Reader Score for Supplemental 5:

243 Integrated English Literacy and Civics Education

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

Grant/Funding Stream	Applicant Points Received	Total Points Available
243 Integrated English Literacy and Civics Education		72

Integrated English Literacy and Civics Education

A maximum of 72 points may be earned on the 243 Integrated English Literacy and Civics Education supplemental questions. A minimum of 50 points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 243 application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Capacity and Commitment - Consideration 1

The degree to which the eligible provider will be responsive to:

(A) Regional needs as identified in the local plan under WIOA Section 108; and

(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: (i) Have low levels of literacy skills; or (ii) Are English language learners.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant will explicitly serve a population of individuals eligible to receive AEFLA services.	The applicant will generally serve a population of individuals eligible to receive AEFLA services.	The applicant will somewhat serve a population of individuals eligible to receive AEFLA services.	The applicant indicates it will serve individuals that are not eligible to receive AEFLA services.
Applicant explicitly describes how it will serve individuals most in need.	Applicant generally describes how it will serve individuals most in need.	Applicant somewhat describes how it will serve individuals most in need.	Applicant does not describe how it will serve individuals most in need.
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 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 address an identified, but unfilled need, in its region and its approach generally 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 generally 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).

Reader Score for Consideration 1:

Capacity and Commitment - Consideration 2

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 points)
The applicant will explicitly serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will generally serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant will somewhat serve individuals with disabilities, including eligible individuals with learning disabilities.	The applicant does not serve individuals with disabilities, including eligible individuals with learning disabilities.
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.

Reader Score for Consideration 2:

Capacity and Commitment - Consideration 3

The past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant's demonstrated skill growth exceeded the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant's demonstrated skill growth met the state target of 43.6% for program years 2022-23 and 2023-2024.	The applicant's demonstrated skill growth is between 34.8%-43.2% (which is 80%-99% of the 2022-23 and 2023-24 MSG target)	The applicant does not achieve a 34.8% growth rate. (less than 80% of the 2022-23 and 2023-24 MSG target)
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.

Reader Score for Consideration 3:

Capacity and Commitment - Consideration 4

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local 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 points)
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 its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant generally describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant somewhat describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).	The applicant does not describe how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).
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 describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).

Reader Score for Consideration 4:

Instructional Practices - Consideration 5

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
- B) Uses instructional practices that include the essential components of reading instruction

Use instructional objectives with activities that sufficiently meet the learning objectives.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
The applicant’s course schedule will have a minimum of six instructional hours per week.	The applicant’s course schedule will have a minimum of four instructional hours per week.	The applicant’s course schedule will have a minimum of two instructional hours per week.	The applicant’s course schedule will have a minimum of one instructional hour per week.
All of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Several of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	Only two of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.	None of the applicant’s instructional methods are supported with a strong research base, which includes the Essential Components of Reading.
The applicant explicitly bases instruction on the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant describes in general terms how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant somewhat describes how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.	The applicant does not describe how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.
The applicant explicitly demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant generally demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant somewhat demonstrates that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.	The applicant does not demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services.
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 their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant generally describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant somewhat describes how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).
The applicant explicitly describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant generally describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant somewhat describes how their program will evaluate the effectiveness of curriculum and instructional practices (instructor observations, classroom observations, assessments scores etc.)	The applicant does not describe how their program will offer multiple modalities ensuring equitable access for all learners (in-person, virtual, hybrid, and HyFlex).

Reader Score for Consideration 5:

Instructional Practices - Consideration 6

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 points)
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>The applicant explicitly describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p>	<p>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.</p>	<p>The applicant somewhat describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p>	<p>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.</p>

Reader Score for Consideration 6:

Instructional Practices - Consideration 7

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. Programs must have distance learning software available to support the instruction of adult learners;

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.

Reader Score for Consideration 7:

Instructional Practices - Consideration 8

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 points)
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 IET will be designed to meet the needs of specific industries and occupations.	The applicant generally describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant somewhat describes how their IET will be designed to meet the needs of specific industries and occupations.	The applicant does not describes how their IET will be designed to meet the needs of specific industries and occupations.
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, Hy Flex, 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, Hy Flex, 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, Hy Flex, 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, Hy Flex, or Hybrid.
The applicant explicitly describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant generally describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant somewhat describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.	The applicant does not describes how their program’s instructional activities and strategies will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship.

Reader Score for Consideration 8:

Instructional Practices - Consideration 9

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 points)
The applicant explicitly explains how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.	The applicant somewhat describes how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office.	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 by the System Office.
The applicant explicitly explains how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant describes in general terms how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant somewhat describes how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.	The applicant does not describe how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.
The applicant indicates over 50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 35%-50% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates between 15%-34% of it instructors hold a teaching credential as recognized by the National Reporting System	The applicant indicates less than 15% of it instructors hold a teaching credential as recognized by the National Reporting System
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 a general 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 somewhat 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 provides an 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.
The applicant explicitly confirms the program has a designated professional development staff member?	The applicant generally confirms the program has a designated professional development staff member?	The applicant somewhat confirms the program has a designated professional development staff member?	The applicant does not confirm the program has a designated professional development staff member?

Reader Score for Consideration 9:

Service Integration and Management - Consideration 10

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 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.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.	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.	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.	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.
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.	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.	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.	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.
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.	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.	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.	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.
Explicitly include information on services such as childcare, transportation, mental health services, and career planning.	Generally describes information on services such as childcare, transportation, mental health services, and career planning.	Somewhat describes information on services such as childcare, transportation, mental health services, and career planning.	Does not describe 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)	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)	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)	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)

Reader Score for Consideration 10:

Service Integration and Management - Consideration 11

Whether the 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;

Excellent (4 points)	Good (3points)	Average (2 points)	Poor (1 points)
The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.	The applicant supplied a schedule that demonstrates several opportunities and locations for learning.	The applicant supplied a schedule that demonstrates few opportunities and locations for learning.	The applicant supplied a schedule that demonstrate no 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 the most service area.	Schedule displays a variety of days, times, and locations that provide access across the some service area.	The schedule does not display a variety of days, times, and locations.

Reader Score for Consideration 11:

Service Integration and Management - Consideration 12

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 points)
The applicant has a detailed plan to collect valid data 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 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 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 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's Data Manager works with a team of people who will regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works with one other person (director, coordinator, lead instructor) to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager works independently to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.	The applicant's Data Manager does not regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.
The applicant explicitly describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant generally describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant somewhat describes the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.	The applicant does not describe the organization's data management practices for: Tracking student outcomes towards MSG goals; Tracking student recruitment; Tracking student retention; Monitoring program performance; Maintaining quality data practices.
The applicant explicitly describes how the program applies data to support evidence-based instructional practices.	The applicant generally describes how the program applies data to support evidence-based instructional practices.	The applicant somewhat describes how the program applies data to support evidence-based instructional practices.	The applicant does not describe how the program applies data to support evidence-based instructional practices.
The applicant explicitly describes assessment and evaluation processes to capture educational needs of their target population.	The applicant generally describes assessment and evaluation processes to capture educational needs of their target population.	The applicant somewhat describes assessment and evaluation processes to capture educational needs of their target population.	The applicant does not describe assessment and evaluation processes to capture educational needs of their target population.
The provider explicitly describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider generally describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider somewhat describes how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.	The provider does not describe how their program utilizes data to assess and improve program performance such as evaluating learning gains and student goal achievement.
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.
The applicant attached an explicitly detailed job description for the Data Manager.	The applicant attached a generally detailed job description for the Data Manager.	The applicant attached a somewhat detailed job description for the Data Manager.	The applicant did not attach a job description for the Data Manager.

Reader Score for Consideration 12:

Integration and Management - Consideration 13

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 points)
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
The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.	The program has 10-14 years of experience providing high quality instruction, which leads to skill growth among English Language Learners.	The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.

Reader Score for Consideration 13:

Program Design and Delivery Integration:

1. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

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 NCCCS CCR Adult Education Content Standards and the English Language Proficiency Standards for Adult Education.

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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 NCCCS CCR Adult Education Content 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 NCCCS CCR Adult Education Content 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 NCCCS CCR Adult Education Content 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 NCCCS CCR Adult Education Content Standards and the English Language Proficiency Standards for Adult Education.

Reader Score for Supplemental 1:

Recruitment, Retention, and Support Strategies

2. Describe how adult English Language Learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

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 points)
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.

Reader Score for Supplemental 2:

Instructional Approaches and Curriculum Alignment

3. Describe how the Integrated English Literacy and Civics Education program under section 243 (a) of WIOA will include instruction in Literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

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 NCCCS 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 points)
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.

Reader Score for Supplemental 3:

Outcomes and Evaluation

4. Describe how the English Literacy and Civics Education program under section 243 (a) of WIOA will be designed to 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.

Outline your methods for evaluating program effectiveness, including tracking and reporting on participant progress, educational gains, and transitions to employment or further education.

Describe how your program will respond to the regional needs of the ELL population as identified by the LWDB, including data-supported strategies to serve this demographic effectively

Excellent (4 points)	Good (3 points)	Average (2 points)	Poor (1 points)
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.
The applicant provides multiple sources of data that support the information submitted.	The applicant provides three sources of data that support the information submitted.	The applicant provides two sources of data that support the information submitted.	The applicant provides no data that supports the information submitted.

Reader Score for Supplemental 4:

Partnerships for Enhanced Opportunities

5. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

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 points)
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 IEL/CE participants.	The applicant generally describes plans for co-enrollment and job placements for IEL/CE participants.	The applicant somewhat describes plans for co-enrollment and job placements for IEL/CE participants.	The applicant does not describe plans for co-enrollment and job placements for IEL/CE participants.

Reader Score for Supplemental 5:



TITLE II COMPETITIVE GRANT APPLICATION

Reference and Resource Materials

FOR COMPLETING TITLE II GRANT APPLICATIONS

Title II Competitive Grant Application Package:

231 Adult Education and Family Literacy Act Funding

225 Corrections and Other Institutionalized Individuals Funding

243 Integrated English Literacy and Civics Education Funding

2025-2029

Adult Education and Family Literacy Act (AEFLA)

WIOA AND AEFLA, TITLE I AND TITLE II FINAL REGULATIONS, DEFINITIONS

Adult Basic Education (ABE) — Instructional programs that provide basic skills for adults who are performing below the post secondary level in reading, writing, mathematics, and other basic skills. Many of these activities include pre-high school equivalency preparatory components or transition from English language acquisition to ABE instructional programs.

Adult Education — Academic instruction and education services below the postsecondary level that increase an individual’s ability to —

- (A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (B) transition to postsecondary education and training; and
- (C) obtain employment.

Adult Education and Literacy Activities — Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Adult Secondary Education (ASE) — Instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels.

Basic Skills Deficient — With respect to an individual

- (A) who is a youth, that the individual has English reading, writing, or computing skills are at or below the 8th-grade level on a generally accepted standardized test; or
- (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

Career Pathway — A combination of rigorous and high-quality education, training, and other services that --

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act;” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 171 [29 USCS § 3226];
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

Civics Education — Instruction on the rights and responsibilities of citizenship and civic participation.

Concurrent — Refers to an eligible individual's participation or enrollment in multiple activities or programs that occur simultaneously, not sequentially, for the purpose of accelerating the attainment of educational and training outcomes.

Correctional Institution — Any

- (A) prison;
- (B) jail;
- (C) reformatory;
- (D) work farm;
- (E) detention center; or
- (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of offenders.

Demonstrated Effectiveness — An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements:

- (1) An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness.
- (2) An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills-deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

Providers are responsible for collecting data that will be used to evaluate their effectiveness in enabling students to make educational gains, earn workforce credentials, and obtain and retain employment. Providers will be expected to meet federal and state performance targets.

Digital Literacy and Use of Technology — Skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Educational Functioning Levels (EFL) — A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas. Levels included are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels.

Eligible Individual — An individual—

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; and
- (C) who

- (i) is basic skills deficient;
- (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- (iii) is an English language learner.

Eligible Provider — An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include a —

- (A) a local educational agency;
- (B) a community-based organization or faith-based organization;
- (C) a volunteer literacy organization;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

English as a Second Language (ESL) — Instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used only for NRS educational functioning levels.)

English Language Acquisition (ELA) program — A program of instruction —

- (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (B) that leads to —
 - (I) attainment of a secondary school diploma or its recognized equivalent; and
 - (II) transition to postsecondary education and training; or
 - (III) employment.

English Language Learner (ELL) — When used with respect to an eligible individual, an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and —

- (A) whose native language is a language other than English; or
- (B) who lives in a family or community environment where a language other than English is the dominant language.

Family Literacy Activities — Activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- (B) Interactive literacy activities between parents or family members and their children.
- (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

Incumbent Worker — An individual who has an established employment history with the employer for six months or more.

Incumbent Worker Training — Training by an employer or a training provider in close partnership with an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides the knowledge or skills essential to the full and adequate performance of the occupation;
- provides reimbursement to the employer for the costs of providing the training and additional supervision related to the training;
- is limited in duration as appropriate to the occupation for which the participant is being trained;
- is intended to meet the requirements of an employer or group of employers to retain a skilled workforce or avert layoffs of employees by assisting the workers in obtaining the skills necessary to retain employment.

Integrated Education and Training (IET) — A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

As a part of a career pathway, the design of an IET program should support the LWDB plans.

The IET program must include three components:

- (a) adult education and literacy activities;
- (b) workforce preparation activities; and
- (c) workforce training for a specific occupation or occupational cluster

In order to meet the required three components, services must be provided concurrently and contextually such that

- (a) within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - (1) are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 - (2) occur simultaneously; and
 - (3) use occupationally relevant instructional materials.
- (b) the integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

A provider meets the requirement that the integrated education and training program provided is for the educational and career advancement if:

- (a) the adult education component of the program is aligned with the College and Career Readiness Standards for adult education as described in the North Carolina Unified State Plan and
- (b) the integrated education and training program is part of a career pathway.

There are several options for a local provider in offering IET:

- (a) co-enrolling participants in an IET program provided through a local or regional workforce development partner
- (b) using section 243 funds to establish the IET program as part of an Integrated English Literacy and Civics Education program
- (c) enrolling participants in a Basic Skills Plus program at a local community college.

Integrated English Literacy and Civics Education (IELCE) - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

- **IELCE Activities:** Education services provided to English language learners under section 243 of the WIOA who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- This is the definition of IELCE services in Section 203. It applies to both IELCE activities/services under Section 231 as well as Section 243. Programs may provide these IELCE activities/services under Section 231.

Includes:

- (1) instruction in literacy and English language acquisition,
- (2) instruction on the rights and responsibilities of citizenship and civic participation, and
- (3) **may** include workforce training.

- **IELCE Program:** Education services for English language learners under section 243 of the WIOA who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Programs are designed to
 - (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.

For Section 243, services shall include:

- (1) literacy and English language acquisition,
- (2) instruction on the rights and responsibilities of citizenship and civic participation, and
- (3) **must** include Integrated Education and Training (see definition).

For Section 231, services shall include:

- (1) English language acquisition only,
- (2) English language acquisition integrated with Civics education, and
- (3) English language acquisition integrated with Civics education that includes workforce training.

Literacy — An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Measurable Skills Gain (MSG) - The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.

Post Secondary educational institution —

- (A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Recidivism — A person's relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

Unsubsidized employment — Unsubsidized employment is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

Workplace adult education and literacy activities — Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce preparation activities — Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Workforce training — Services may include:

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. incumbent worker training (see definition, above);
4. programs that combine workplace training with related instruction, which may include cooperative education programs;
5. training programs operated by the private sector;
6. skill upgrading and retraining;
7. entrepreneurial training;
8. transitional jobs;
9. job readiness training provided in combination with services described in any of the items 1-8 above;
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1-7 above; and
11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

COMPETITIVE GRANT APPLICATION

Purpose and Definitions

Purpose of Title II [Federal Requirement]

In accordance with the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the purpose of this funding opportunity is to assist eligible applicants to develop, implement, and improve adult education and literacy that provides concurrent services that focus on the following:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship. (Workforce Innovation and Opportunity Act, 2014. <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>)

Eligible Adult Education and Family Literacy Participants

The Title II funds can be used for activities assisting eligible adults 16 years and older; Not enrolled or required to be enrolled in secondary school under state law; And who

1. Are basic skills deficient or;
2. Do not have a secondary school diploma, or its equivalent or have not achieved an equivalent level of education or;
3. Are English Language Learners

These participants are provided with opportunities to obtain postsecondary education, training, or employment. Title II funds serve individuals with barriers to employment, including English language learners, low-income individuals, and immigrants.

Priority of AEFLA [Federal Requirement]

The adult education program and the LWDB will work closely together to address the specific identified workforce needs of the region. In addition, adult education will become a vital part of the integrated workforce system by its presence in One-Stop Centers, a workforce system administered by the LWDB.

Activities [State and Federal Requirement]

1. Approved Local Activities

Eligible providers are required to be a full-service adult education program providing instruction at all six ABE and ASE EFLs, plus ELA and IELCE activities based on identified needs of the region. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment. Services and instruction offered are below the postsecondary level.

Eligible providers are required to offer these activities, per the North Carolina Unified State Plan:

- a. Adult Education
- b. English language acquisition activities
- c. Literacy
- d. Workforce preparation activities

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- a. Integrated English Literacy and Civics Education;
- b. Workplace adult education and literacy activities;
- c. Family literacy activities;
- d. Integrated education and training.

2. Unapproved Local Activities (2 CFR 200.420)

Eligible providers are required to be a full-service adult education program providing instruction at all six ABE and ASE EFLs, plus ELA and IELCE activities based on identified needs of the region. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment. Services and instruction offered are below the postsecondary level. Eligible providers are required to offer these activities, per the North Carolina Unified State Plan:

- a. Adult Education
- b. English language acquisition activities
- c. Literacy
- d. Workforce preparation activities

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- a. Integrated English Literacy and Civics Education;
- b. Workplace adult education and literacy activities;
- c. Family literacy activities;
- d. Integrated education and training.

Grant recipients may not use funds to participate in, support, or encourage unapproved activities, including, but not limited to:

1. Providing continuing education or enrichment classes that do not have workforce focus;
2. Providing religious instruction, conducting worship services, or engaging in any form of proselytization
3. Assisting, promoting, or deterring union organizing
4. Financing directly or indirectly, any activity designed to influence the outcome of an election to any public office
5. Impairing existing contracts for services or collective bargaining agreements
6. Conducting high school equivalency testing

Experience and credential information reported to the National Reporting System

Table 7 Adult Education Personnel by Function and Job Status

THIS IS A SAMPLE

Program Year: 2018			
State: North Carolina			
Table 7: Adult Education Personnel by Function and Job Status			
	Total Number of	Total Number of Full-	
Function	Part-time	time Personnel	Unpaid Volunteers
State-level Administrative/Supervisory/Ancillary Services	0	9	0
Local-level Administrative/Supervisory/Ancillary Services	173	340	9
Local Counselors	4	9	0
Local Paraprofessionals	99	23	109
Local Teachers	1,937	246	922
Teacher Experience in Adult Education			
Less than one year	237	5	
One to three years	672	34	
More than three years	1,028	207	
Teacher Certification			
No Certification	593	40	
Adult Education Certification	1,150	368	
K-12 Certification	574	34	
Special Education Certification	99	4	
TESOL Certification	273	31	

College and Career Readiness Assessment Information

ABE/ASE Assessments

ACT WorkKeys (pending OCTAE approval of North Carolina's 2024-25 Assessment Policy)

NRS EFL	GLE Range	Workplace Documents	Applied Math
Beginning ABE Literacy (Level 1)	0-1	n/a	71-73
Beginning Basic Education (Level 2)	2-3	73-74	74-78
Low Intermediate Basic Education (Level 3)	4-5	75-77	79-82
High Intermediate Basic Education (Level 4)	6-8	78-80	83-85
Low Adult Secondary Education (Level 5)	9-10	81-82	86-87
High Adult Secondary Education (Level 6)	11-12	83-90	88-90

CASAS Math GOALS 2

NRS EFL	GLE Range	CASAS Math GOALS 2
Beginning ABE Literacy (Level 1)	0-1	192 or <
Beginning Basic Education (Level 2)	2-3	193-203
Low Intermediate Basic Education (Level 3)	4-5	204-213
Middle Intermediate Basic Education (Level 4)	6-7	214-224
High Intermediate Basic Education (Level 5)	7-8	225-235
Adult Secondary Education (Level 6)	9-12	236 or >

CASAS Reading GOALS (expiring 2/5/25; awaiting NRS approval for Reading GOALS 2)

NRS EFL	GLE Range	CASAS Reading GOALS
Beginning ABE Literacy (Level 1)	0-1	203 or <
Beginning Basic Education (Level 2)	2-3	204-216
Low Intermediate Basic Education (Level 3)	4-5	217-227
High Intermediate Basic Education (Level 4)	6-8	228-238
Low Adult Secondary Education (Level 5)	9-10	239-248
High Adult Secondary Education (Level 6)	11-12	249-262

TABE 11/12 (expiring 6/30/25; awaiting NRS approval for TABE 13/14)

NRS EFL	GLE Range	TABE 11/12 Reading	TABE 11/12 Math	TABE 11/12 Language
Beginning ABE Literacy (Level 1)	0-1	300-441	300-448	300-457
Beginning Basic Education (Level 2)	2-3	442-500	449-495	458-510
Low Intermediate Basic Education (Level 3)	4-5	501-535	496-536	511-546
High Intermediate Basic Education (Level 4)	6-8	536-575	537-595	547-583
Low Adult Secondary Education (Level 5)	9-10	576-616	596-656	584-630
High Adult Secondary Education (Level 6)	11-12	617-800	657-800	631-800

ESL Assessments

BEST Literacy 2.0

NRS EFL	Reading	Writing	Composite
Beginning ESL Literacy (Level 1)	100-177	100-187	100-182
Low Beginning ESL (Level 2)	178-203	188-214	183-209
High Beginning ESL (Level 3)	204-233	215-254	210-244
Low Intermediate ESL (Level 4)	234-261	255-300	245-300
High Intermediate ESL (Level 5)	262-300		
Advanced ESL (Level 6)	n/a		

BEST Plus 3.0

NRS EFL	Computer-Based Test	Print-Based Test
Beginning ESL Literacy (Level 1)	600-677	600-677
Low Beginning ESL (Level 2)	678-702	678-702
High Beginning ESL (Level 3)	703-726	703-726
Low Intermediate ESL (Level 4)	727-752	727-752
High Intermediate ESL (Level 5)	753-785	n/a
Advanced ESL (Level 6)	786-849	n/a

CASAS STEPS

NRS EFL	Reading STEPS	Listening STEPS
Beginning ESL Literacy (Level 1)	183 or <	181 or <
Low Beginning ESL (Level 2)	184-196	182-191
High Beginning ESL (Level 3)	197-206	192-201
Low Intermediate ESL (Level 4)	207-216	202-211
High Intermediate ESL (Level 5)	217-227	212-221
Advanced ESL (Level 6)	228-238	219-227

TABE CLAS-E Forms A/B (expiring 6/30/25; awaiting NRS approval for CLAS-E Forms C/D)

NRS EFL	Reading & Writing Total	Listening & Speaking Total
Beginning ESL Literacy (Level 1)	225-394	230-407
Low Beginning ESL (Level 2)	395-441	408-449
High Beginning ESL (Level 3)	442-482	450-485
Low Intermediate ESL (Level 4)	483-514	486-525
High Intermediate ESL (Level 5)	515-556	526-558
Advanced ESL (Level 6)	557-600	559-600

TABE CLAS-E Forms A/B (separate reporting for each tested subject)

NRS EFL	Reading	Writing
Beginning ESL Literacy (Level 1)	230-392	200-396
Low Beginning ESL (Level 2)	393-436	397-445
High Beginning ESL (Level 3)	437-476	446-488
Low Intermediate ESL (Level 4)	477-508	489-520
High Intermediate ESL (Level 5)	509-557	521-555
Advanced ESL (Level 6)	558-588	556-612
NRS EFL	Listening	Speaking
Beginning ESL Literacy (Level 1)	230-389	231-425
Low Beginning ESL (Level 2)	390-437	426-460
High Beginning ESL (Level 3)	438-468	461-501
Low Intermediate ESL (Level 4)	469-514	502-536
High Intermediate ESL (Level 5)	515-549	537-567
Advanced ESL (Level 6)	550-607	568-594

EFL Descriptors

Link to Document on COABE Website: [Microsoft Word - 1830-0027 Appendix A - NRS EFL Descriptors \(3\).doc \(coabe.org\)](#)

- ABE/ASE Literacy/English Language Arts: pgs. 1-11
- ABE/ASE Math: pgs. 12-19
- ESL: pgs. 20-28

New Educational Functioning Level Descriptors for English as a Second Language (ESL)¹

Introduction

In the National Reporting System for Adult Education (NRS), the Educational Functioning Level (EFL) descriptors are intended to guide teaching and assessment for adult learners. The descriptors for English as a second language (ESL) are divided into six educational functioning levels: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and Advanced ESL. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but rather provide a description of the most critical concepts and skills for the level.

Although these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for ESL are organized into three modalities: interpretive, productive, and interactive. These modalities include the domains of reading, writing, speaking, and listening. These modalities allow for an integrated or holistic approach to teaching and assessing English language learners (ELLs) in the adult education setting.

- **Interpretive** refers to the learner’s ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning. For example, an ELL exiting from the Low Intermediate ESL classroom should be able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.
- **Productive** refers to the learner’s ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning. For example, an ELL exiting from the Low Beginning ESL classroom should be able to, with support, communicate information and feelings about familiar texts, topics, and experiences.
- **Interactive** refers to the learner’s ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning. For example, ELLs exiting from the High Beginning ESL classroom should be able to, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Text Complexity and Familiar Topics

¹ These ESL descriptors are included in the AEFLA information collection (OMB control number 1830-0027). They will not be implemented until the Secretary of Education has determined that there is at least one assessment that is aligned with these descriptors and suitable for use in the NRS.

Teachers and assessment developers must select appropriately complex literary and informational texts, topics, and events to prepare learners for success. Complexity should show progress within EFLs and in successive levels that reflect increasingly complex and cognitively demanding language structures, academic vocabulary, and concepts.

Language in the revised NRS EFLs for ESL calls for progressive complexity without being prescriptive about the specific complexity measures at each EFL. Terminology in the EFLs such as emerging, developing, increasing, and growing are guides to indicate the needed progression of complexity from level to level.²

Instruction and assessment also should involve a progression of topics, from the more familiar to substantive and academic topics, with increasing levels of complexity within and across levels. Teachers and test developers are encouraged to refer to the guiding principles found in the *English Language Proficiency Standards for Adult Education*. The guiding principles recommend that instruction also include the use of digital tools and resources; academic language; a variety of informational texts and content areas, including science, technology, engineering, and mathematics; and college and career readiness skills as appropriate to learners at a given level.

Level 1: Beginning ESL Literacy

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)³

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.

² Additional guidance about text complexity in adult education may be found in the *College and Career Readiness Standards for Adult Education*, “Appendix D—Understanding Text Complexity.”

³ Numbers in parentheses represent ELP Standards.

With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Level 2: Low Beginning ESL

(ELP Standards for AE Level 1)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring

nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

Level 3: High Beginning ESL

(ELP Standards for AE Level 2)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh- questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Level 4: Low Intermediate ESL

(ELP Standards for AE Level 3)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

Level 5: High Intermediate ESL

(ELP Standards for AE Level 4)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print

and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Level 6: Advanced ESL

(ELP Standards for AE Level 5)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Introduction

Every 3 years, the Office of Career, Technical, and Adult Education (OCTAE), part of the U.S. Department of Education, reviews and updates its information collection requests for the National Reporting System (NRS) for adult education. In making these revisions, OCTAE considers the impact of any changes on state adult education programs. Ultimately, OCTAE aims to reduce the reporting burden by balancing the addition of requests for information with the removal of redundant, outdated, or unnecessary requests.

This NRS Tips reviews changes to NRS tables resulting from renewal of the information collection in spring 2024 for reporting beginning in October 2024.¹ It also explains how these changes expand reporting on measurable skills gains (MSGs) and what that means for data validation requirements.

Overview of Changes

Changes	Description
New Categories for Reporting Participant Sex² on Tables 1, 2, and 2A	New response options have been added: <i>Non-binary</i> and <i>No Answer</i> .
New Option and Reporting Rows for Educational Functioning Level (EFL) Placement of Participants on Tables 1, 4, 4A, and 4C	New options for EFL placement and <i>Alternative Placement</i> reporting rows have been added to the ABE and ESL sections. These options are at the state’s sole discretion.
Consolidation of Secondary Credential Rows on Tables 5, 5A, 8, 9, 10, and 11	The two rows for reporting the <i>Attainment of a Secondary School Diploma</i> have been consolidated into one row.
Revised Column Headings and New Reporting Columns and Rows on Table 14	<ul style="list-style-type: none"> The column headings have been revised by type of subrecipient funding (i.e., Sections 231 and 243). A column has been added for providers funded by Sections 231 and 243 of WIOA. A system-calculated column has been added for the total of all providers and funding types. An optional row has been added for reporting other agencies. A row has been added for the URL for the state directory of local providers. A column for reporting subrecipients that is no longer necessary has been deleted.

¹ For details on the information clearance and approved forms, see https://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=202307-1830-001&icID=21717.

² The term “sex” is used for this data element rather than “gender” to align with the language in section 116 (d)(2)(B) of the Workforce Innovation and Opportunity Act (WIOA). Section 116 (d)(2)(B) requires information specifying the levels of performance achieved with respect to the primary indicators of performance for each of the core programs be disaggregated by each subpopulation of individuals with barriers to employment, and by race, ethnicity, sex, and age.

Changes	Description
Revised Table Titles on Tables 4A, 4B, 5, 5A, and 8; Revised Column Headings on Tables 4, 4A, and 4C; Revised Indicator Rows on Table 11	<ul style="list-style-type: none"> The words <i>Exit-Based</i> have been added to certain table titles. The word <i>Achievement</i> has been added to certain table titles. The MSG type numbering system and clarifying language edits have been incorporated into certain column headings and indicator rows.

New Categories Available for Reporting Participant Sex on Tables 1, 2, and 2A

Non-binary and No Answer. These options will be available on the updated tables but may be left blank if the state does not use the new categories in its data collection.

- Two new categories for reporting participant sex have been added:
- Non-binary: The participant identifies with being nonbinary or another gender.
- No Answer: The participant prefers not to answer.

New Categories Available for Reporting Participant Sex

Entering Educational Functioning Level (EFL)	American Indian or Alaska Native				Asian			
	Male	Female	Non-binary	No Answer	Male	Female	Non-binary	No Answer
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)

Source: Sample excerpt from NRS Table 1

New Options and Reporting Rows for Educational Functioning Level (EFL) Placement of Participants on Tables 1, 4, 4A, and 4C

New “Alternative Placement” rows have been added separately for the ABE and ESL sections on Tables 1, 4, 4A, and 4C to accommodate the new placement flexibility allowed for programs designed to result in MSG types other than EFL gains based on pre- and post-testing using an NRS approved assessment (MSG Type 1a). This option will be available only at the state’s sole discretion. Revisions have been made to the notes for Table 1 to clarify instructions for alternative EFL placement and to specify that participants with an alternative placement should be removed from the post-test denominator when calculating the state’s post-test rate.

At the state’s sole discretion, and as documented in the state’s assessment policy, states may exempt participants from NRS pre- and post-testing who are enrolled in programs designed to yield the following outcomes under the MSG indicator, as described in OCTAE Program Memorandum 17-2.³

³ <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

MSG Types Other Than EFL Gains Based on Pre- and Post-testing

MSG Type 1. b	Awarding of credits or Carnegie units
MSG Type 1. c	Enrolled in postsecondary education and training
MSG Type 1. d	Pass a subtest on a State-recognized high school equivalency examination
MSG Type 2	Documented attainment of a secondary school diploma or its recognized equivalent
MSG Type 3	Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit’s academic standards
MSG Type 4	Satisfactory or better progress report , toward established milestones, from an employer or training provider who is providing training
MSG Type 5	Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

For these types of programs, states may develop and implement alternative options for EFL placement and reporting on the “alternative placement” rows. For example, a state may use assessments that are content- or performance-driven such as locator tests, criterion referenced tests, diagnostic assessments, authentic assessments, or a state may choose to develop and implement innovative crosswalks between program benchmarks and NRS EFL levels.

The reporting of outcomes for participants in such programs must follow the data collection and validation requirements for the specific MSG type, as described in OCTAE Program Memorandum 19-1.⁴ States are not required to implement alternative placement options and may continue to use pre- and post-testing for placement for programs yielding all MSG types.

Alternate ABE/ESL Placement

ABE Level 1	ESL Level 1
ABE Level 2	ESL Level 2
ABE Level 3	ESL Level 3
ABE Level 4	ESL Level 4
ABE Level 5	ESL Level 5
ABE Level 6	ESL Level 6
Alternative ABE Placement	Alternative ESL Placement

Source: Sample excerpt from NRS Table 4

⁴ <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf>

Consolidation of Secondary Credential Rows on Tables 5, 5A, 8, 9, 10, and 11

The rows for reporting the attainment of a secondary school diploma have been consolidated on NRS Tables 5A, 8, 9, 10, and 11. To provide greater clarity for reporting secondary school diploma outcomes and to improve the accuracy and ease of data entry, two rows are combined into one row on Table 5 and renamed “Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit.”

The row header in Column A on the last row of Table 5 has been revised to “Attained a Recognized Secondary OR Postsecondary Credential (unduplicated).”

Consolidation of Secondary Credential Rows and Revised Unduplicated Credential Row

Primary Indicators of Performance
(A)
Attained a Secondary School/Diploma/ Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)

Source: Sample excerpt from NRS Table 5

Table 14 Disaggregation of Provider Funding Source and Additional Reporting

Table 14 has been revised to add columns to break out reporting by type of funding (Sections 231 and 243). An existing total column was deleted, and a new automatically calculated column has been added, which the NRS database will populate with the total number of providers. The header for Column H and the instructions have been revised to specify that only state matching funds should be reported. *Title II* was added to the WIOA Funding column. Clarity for the State Funds column also was provided with the column header additions of *Matching* and *Section 222b*.

Two rows have been added for reporting on *Tribal Organization* and for a URL to a state website listing local providers.

Table 14 Reporting by Funding Type and Additional Reporting

Provider Agency * (A)	Total Number of Providers Who ONLY Receive Funds under Section 231 (B)	Total Number of Providers Who ONLY Receive Funds under Section 243 (IELCE) (C)	Total Number of Providers Who Receive Funds under Section 231 AND Section 243 (D)	Total Number of Providers (Columns B+C+D) (auto calculated) (E)	WIOA Title II Funding		State Matching Funds Section 222(b)	
					Total (F)	% of Total (G)	Total (H)	% of Total (I)
Other Institutions of Higher Education								
Other Agencies								
Correctional Institutions								
Other Institutions (non-correctional)								
Tribal Government or Organization								
All Other Agencies								
Other								
Fillable field								
Total								
Website Address for Online State Directory of Providers:								

Source: Sample excerpt from NRS Table 14

Revised Table Titles

- Specification of MSG types 1a, 1b, 1c, and 1d have been added to the Table 4A title.
- Specification of MSG type 1a has been added to the Table 4B title.
- The words “Exit-Based” have been added to Table 5 and 5A titles.
- The word “Achievement” was added to the Table 8 title to align with program-specific tables.

Revised Column Headings

The MSG type numbering system and clarifying language edits have been incorporated into the column headings and instructions for Tables 4, 4A, 4B, 4C, and 11.

Entering Educational Functioning Level (EFL) Placement

First Period of Participation			All Periods of Participation		
Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam
(MSG types 1a, 1b, 1c, 1d)	(MSG type 2)	(MSG types 3, 4, 5)	(MSG types 1a, 1b, 1c, 1d)	(MSG type 2)	(MSG types 3, 4, 5)
(E)	(F)	(G)	(L)	(M)	(N)

Source: Sample excerpt from NRS Table 4

Timeline

The proposed revisions will be implemented according to the following timeline:

Changes	Timeline for Implementation
New Categories Available for Reporting Participant Sex on Tables 1, 2, and 2A	Available for reports submitted October 1, 2024, and for program years thereafter.
New Option and Reporting Rows for Educational Functioning Level Placement of Participants on Tables 1, 4, 4A, and 4C	Available at state's sole discretion, beginning with annual reports submitted October 1, 2024, and for program years thereafter.
Consolidation of Secondary Credential Rows on Tables 5, 5A, 8, 9, 10, 11	Required for reports submitted October 1, 2024.
Revised Column Headings and New Reporting Columns and Rows on Table 14	Required for reports submitted October 1, 2024.

OCTAE will continue to provide technical assistance to states to support their planning and implementation efforts and to ensure compliance with the statute, regulations, and joint performance accountability requirements.

Resources

National Reporting System for Adult Education. (2023, November). Information collection request (OMB Control Number 1830-0027): Responses to public comments received during the 60-day notice.

<https://www.reginfo.gov/public/do/DownloadDocument?objectID=137497501>

National Reporting System for Adult Education. (2024, January). Information collection request (OMB Control Number 1830-0027): Responses to public comments received during the 30-day notice.

<https://www.reginfo.gov/public/do/DownloadDocument?objectID=138899901>

Office of Career, Technical, and Adult Education. (2018, December 19). Program memorandum OCTAE 19-1. U.S. Department of Education.

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf>

Office of Career, Technical, and Adult Education. (2022, September 15). Program memorandum OCTAE 17-2. U.S. Department of Education.

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

Office of Information and Regulatory Affairs. (2024). NRS Instrument. U.S. General Services Administration, Office of Management and Budget.

https://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=202307-1830-001&icID=21717

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LOCAL WORKFORCE DEVELOPMENT BOARDS AND THE COUNTIES THEY SERVE

Workforce Development Board	Service Area(s)
Cape Fear Workforce Development Board	Brunswick, Columbus, New Hanover, Pender
Capital Area Workforce Development Board	Johnston, Wake, Lee, Chatham, Orange
Centralina Workforce Development Board	Anson, Cabarrus, Iredell, Lincoln, Rowan, Stanly, Union
Charlotte Works	Mecklenburg
Durham Workforce Development Board	Durham
Eastern Carolina Workforce Development Board	Carteret, Craven, Duplin, Greene, Jones, Lenoir, Onslow, Pamlico, Wayne
Foothills Workforce Development Board	Cleveland, McDowell, Polk, Rutherford
Gaston Workforce Development Board	Gaston
Guilford Works	Guilford
High Country Workforce Development Board	Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes, Yancey
Kerr-Tar Workforce Development Board	Franklin, Granville, Person, Vance, Warren
Lumber River Workforce Development Board	Bladen, Hoke, Richmond, Robeson, Scotland
Mid-Carolina Workforce and Talent Development	Harnett, Sampson, Cumberland, Montgomery, Moore
Mountain Area Workforce Development Board	Buncombe, Henderson, Madison, Transylvania
Northeastern Workforce Development Board	Camden, Chowan, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimans, Tyrrell, Washington
Piedmont Triad Regional Workforce Development Board	Forsyth, Davie, Surry, Stokes, Rockingham, Yadkin, Caswell, Davidson, Alamance, Randolph
Rivers East Workforce Development Board	Beaufort, Bertie, Hertford, Martin, Pitt
Southwestern Workforce Development Board	Clay, Graham, Haywood, Macon, Jackson, Swain, Cherokee
Turning Point Workforce Development Board	Edgecombe, Nash, Halifax, Northampton, Wilson
Western Piedmont Workforce Development Board	Burke, Caldwell, Alexander, Catawba

Source: <https://www.ncawdb.org/local-boards/>

Administrative Structure for Consortium Application

All members of a consortium must meet the demonstrated effectiveness threshold in order to be considered eligible providers.

1. Participation in Consortium

Two or more providers may elect to apply as a consortium to maximize efficiencies, broaden services, and strengthen partnerships. A consortium will be considered as a single entity for funding and monitoring. One agency must be designated to serve as the lead for fiscal, data, and programmatic practices.

2. Consortium Fiscal Agency

Applications must identify the entity that will act as the fiscal agency for a consortium comprised of two or more providers. The fiscal agency will be the single point of contact for the NCCCS-CCR. The fiscal agency is expected to oversee the implementation of all aspects of the grant such as program monitoring, data reporting, and fiscal management among the participating agencies. Funding allocations to the consortium will be made to the fiscal agency.

3. Consortium Program Manager

Each consortium must employ a full-time program manager who is responsible for managing the grant in accordance with all criteria as outlined under Title II of WIOA and all applicable State laws and regulations. The program manager will also determine the administrative and support staffing needs of the consortium.

**North Carolina Community College System
Program and Student Services
College and Career Readiness Section**

**200 West Jones Street,
Raleigh, North Carolina 27603**