# Errata Sheet

The following is a correction to the 23—27 Request for Applications (RFA) for the Workforce Innovation and Opportunity Act (AEFLA) Program.

## Appendix D: Scoring Rubric

The rubric below is used to score the applicant’s responses to considerations 1 through 12. Applicants scoring 70 percent or higher will be eligible for funding.

### 1. Needs Assessment (64 Points)

1. Describe the regional workforce needs identified in the geographic area and service locations by the local workforce plan (500 word maximum)
	* ADVANCED (8 Points)
		1. Comprehensive description of the geographic area and locations where adult literacy programs will be offered
	* ADEQUATE (6 Points)
		1. Sufficient description of the geographic area and locations where adult literacy programs will be offered
	* LIMITED (4 Points)
		1. Limited description of the geographic area and locations where adult literacy programs will be offered
	* UNCLEAR (2 Points)
		1. Unclear description of the geographic area and locations where adult literacy programs will be offered
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the geographic area and locations where adult literacy programs will be offered
2. Describe how adult education and literacy fits into the workforce strategies articulated in the local workforce plan (500 word maximum)
	* ADVANCED (8 Points)
		1. Comprehensive description of the adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* ADEQUATE (6 Points)
		1. Sufficient description of some adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* LIMITED (4 Points)
		1. Limited description of some adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* UNCLEAR (2 Points)
		1. Unclear description of some adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the adult education programs offered, the strategies outlined in the local workforce plan and how they connect
3. Describe the demographics of the local geographic area, including ethnic and racial makeup and the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a High School Diploma (HSD) or High School Equivalency (HSE) (500 word maximum)
	* ADVANCED (16 Points)
		1. Complete description of the demographics of the area, including ethnic and racial makeup and the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE
	* ADEQUATE (12 Points)
		1. Sufficient description of the demographics of the area, including ethnic and racial makeup and the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE
	* LIMITED (8 Points)
		1. Limited description of the demographics of the area, including ethnic and racial makeup and the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE
	* UNCLEAR (4 Points)
		1. Unclear description of the demographics of the area, including ethnic and racial makeup and the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of demographic data or use of outdated, irrelevant, or inappropriate data sources
4. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment (500 word maximum)
	* ADVANCED (16 Points)
		1. Detailed analysis outlining multiple connections between needs of the target populations, recruitment efforts, and services to be offered
	* ADEQUATE (12 Points)
		1. Sufficient analysis outlining the connections between needs of the target populations, recruitment efforts, and services to be offered
	* LIMITED (8 Points)
		1. Limited description of the connections between needs of the target populations, recruitment efforts, and services to be offered
	* UNCLEAR (4 Points)
		1. Unclear description of the connections between needs of the target populations, recruitment efforts, and services to be offered
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the connections between needs of the target populations, recruitment efforts, and services to be offered
5. Describe how you overcome barriers to serve the described populations
(500 word maximum)
	* ADVANCED (16 Points)
		1. Detailed analysis outlining multiple connections between needs of the target populations, recruitment efforts, and services to be offered
	* ADEQUATE (12 Points)
		1. Sufficient analysis outlining the connections between needs of the target populations, recruitment efforts, and services to be offered
	* LIMITED (8 Points)
		1. Limited description of the connections between needs of the target populations, recruitment efforts, and services to be offered
	* UNCLEAR (4 Points)
		1. Unclear description of the connections between needs of the target populations, recruitment efforts, and services to be offered
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the connections between needs of the target populations, recruitment efforts, and services to be offered

### 2. Serving Individuals with Disabilities (40 Points)

1. Describe the policies adopted by the agency to accommodate students and staff with disabilities, including learning disabilities, as described in the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) and Workforce Innovation and Opportunity Act (WIOA) Section 3(25) (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of policies to overcome barriers related to disabilities that may prevent students and staff from access to, or participation in, the program
	* ADEQUATE (9 Points)
		1. Sufficient description of policies to overcome barriers related to disabilities that may prevent students and staff from access to, or participation in, the program
	* LIMITED (6 Points)
		1. Limited descriptions of policies to overcome barriers related to disabilities that may prevent students and staff from access to, or participation in, the program
	* UNCLEAR (3 Points)
		1. Unclear descriptions of policies to overcome barriers related to disabilities that may prevent students and staff from access to, or participation in, the program
	* NOT APPLICABLE (0 Points)
		1. Not applicable descriptions of policies to overcome barriers related to disabilities that may prevent students and staff from access to, or participation in, the program
2. Describe the steps your agency will take to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs[[1]](#footnote-2) (500 word maximum)
	* ADVANCED (16 Points)
		1. Comprehensive procedures to ensure individuals with disabilities access to program, activities, and transition services
	* ADEQUATE (12 Points)
		1. Sufficient procedures to ensure individuals with disabilities access to program, activities, and transition services
	* LIMITED (8 Points)
		1. Limited procedures to ensure individuals with disabilities access to program, activities, and transition services
	* UNCLEAR (4 Points)
		1. Unclear procedures to ensure individuals with disabilities access to program, activities, and transition services
	* NOT APPLICABLE (0 Points)
		1. Not applicable procedures to ensure individuals with disabilities access to program, activities, and transition services
3. Describe the process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with General Education Provisions Act (GEPA) Section 427 (500 word maximum)
	* ADVANCED (12 Points)
		1. Comprehensive process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with GEPA Section 427
	* ADEQUATE (9 Points)
		1. Sufficient process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with GEPA Section 427
	* LIMITED (6 Points)
		1. Limited process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with GEPA Section 427
	* UNCLEAR (3 Points)
		1. Unclear process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with GEPA Section 427
	* NOT APPLICABLE (0 Points)
		1. Not applicable process to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs to comply with GEPA Section 427

### 3. Past Effectiveness (28 points)

1. Describe the agency’s past effectiveness in serving the target populations identified in the Needs Assessment (consideration 1) through the English Language Acquisition (ELA), also known as English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) programs offered (500 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, indicating levels of success above state and federal performance standards
	* ADEQUATE (12 Points)
		1. Sufficient description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, indicating gains that meet state and federal performance standards
	* LIMITED (8 Points)
		1. Limited description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, which meet some but not all state or federal performance standards
	* UNCLEAR (4 Points)
		1. Unclear description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, which meet some but not all state or federal performance standards
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of learning gains for targeted population
2. Describe how the agency measures performance and transition outcomes, including completing an Educational Functioning Level or grade level equivalent, transitioning students into postsecondary education or training and the workforce (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of an HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* ADEQUATE (9 Points)
		1. Sufficient description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of an HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* LIMITED (6 Points)
		1. Limited description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of an HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* UNCLEAR (3 Points)
		1. Unclear description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of an HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of an HSD or HSE, and transitioning students into postsecondary education or training and the workforce

### 4. Alignment with America’s Job Centers of California Partners (16 points)

1. Describe how the program will align and coordinate with the programs provided by the Local Workforce Development Board’s (LWDB’s) America’s Job Centers of California (AJCC) (500 word maximum)
	* ADVANCED (8 Points)
		1. Detailed description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* ADEQUATE (6 Points)
		1. Sufficient description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* LIMITED (4 Points)
		1. Limited description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* UNCLEAR (2 Points)
		1. Unclear description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the alignment and coordination with the programs provided by the LWDB’s AJCC
2. Describe any formal agreements or Memoranda of Understanding (MOUs) between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) programs (go to question C if you do not have any formal agreements or MOUs) (500 word maximum)
	* ADVANCED (8 Points)
		1. Detailed description of extensive formal or informal agreements with the LWDB, describing the relevant benefits of each partnership to adult learners
	* ADEQUATE (6 Points)
		1. Sufficient description of formal or informal agreements with the LWDB, describing the relevant benefits of each partnership to adult learners
	* LIMITED (4 Points)
		1. Limited description of formal or informal agreements with the LWDB, with minimal description of the relevant benefits of each partnership to adult learners
	* UNCLEAR (2 Points)
		1. Unclear description of formal or informal agreements with the LWDB
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of formal or informal agreements with the LWDB
3. Describe the steps your agency will take to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs (500 word maximum)
	* ADVANCED (8 Points)
		1. Detailed description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* ADEQUATE (6 Points)
		1. Sufficient description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* LIMITED (4 Points)
		1. Limited description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* UNCLEAR (2 Points)
		1. Unclear description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners

### 5. Intensity, Duration, and Flexible Scheduling (52 Points)

1. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students’ participation and attendance (for example, number of hours, weeks, semesters) (300 word maximum)
	* ADVANCED (8 Points)
		1. Detailed description of the enrollment system in place and the expectations for students’ participation and attendance
	* ADEQUATE (6 Points)
		1. Sufficient description of the enrollment system in place and the expectations for students’ participation and attendance
	* LIMITED (4 Points)
		1. Limited description of the enrollment system in place and the expectations for students’ participation and attendance
	* UNCLEAR (2 Points)
		1. Unclear description of the enrollment system in place and the expectations for students’ participation and attendance
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the enrollment system in place and the expectations for students’ participation and attendance
2. Describe how the instructional schedule is aligned with the program’s standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (number of weeks per course) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program (300 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* ADEQUATE (9 Points)
		1. Sufficient description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* LIMITED (6 Points)
		1. Limited description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* UNCLEAR (3 Points)
		1. Unclear description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
3. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains (300 word maximum)
	* ADVANCED (12 Points)
		1. Detailed discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is provided
	* ADEQUATE (9 Points)
		1. Sufficient discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is provided
	* LIMITED (6 Points)
		1. Limited discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is absent or limited
	* UNCLEAR (3 Points)
		1. Unclear discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to make learning gains; supporting data is absent or unclear
	* NOT APPLICABLE (0 Points)
		1. Not applicable discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to make learning gains; supporting data is absent or not applicable
4. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults (300 word maximum)
	* ADVANCED (8 Points)
		1. Detailed description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* ADEQUATE (6 Points)
		1. Sufficient description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* LIMITED (4 Points)
		1. Limited description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* UNCLEAR (2 Points)
		1. Unclear description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
5. Describe how the agency offers flexible schedules (including daytime, evening, and weekend classes) and other strategies to enable learners to achieve learning goals (300 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* ADEQUATE (9 Points)
		1. Sufficient description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* LIMITED (6 Points)
		1. Limited description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* UNCLEAR (3 Points)
		1. Unclear description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals

### 6. Evidence-Based Instructional Practices and Reading Instruction (40 Points)

1. Detail how the agency uses rigorous research and evidence-based instructional approaches, for ELA, ABE, and ASE (for example, essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum) (500 word maximum)
	* ADVANCED (16 Points)
		1. Comprehensive description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* ADEQUATE (12 Points)
		1. Sufficient description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* LIMITED (8 Points)
		1. Limited description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* UNCLEAR (4 Points)
		1. Unclear description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of research and evidence-based instructional approaches for ELA, ABE, and ASE
2. Explain the agency’s use of curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities (350 word maximum)
	* ADVANCED (12 Points)
		1. Comprehensive description of an exceptional curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* ADEQUATE (9 Points)
		1. Sufficient description of a sufficient curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* LIMITED (6 Points)
		1. Limited description of a curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* UNCLEAR (3 Points)
		1. Unclear description of a curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of a curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
3. Describe how the agency provides instruction based on the results of the learners’ diagnostic and formative assessment (350 word maximum)
	* ADVANCED (12 Points)
		1. Comprehensive description of how instruction is informed by the results of diagnostic and formative assessments
	* ADEQUATE (9 Points)
		1. Sufficient description of how instruction is informed by the results of diagnostic and formative assessments
	* LIMITED (6 Points)
		1. Limited description of how instruction is informed by the results of diagnostic and formative assessments
	* UNCLEAR (3 Points)
		1. Unclear description of how instruction is informed by the results of diagnostic and formative assessments
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how instruction is informed by the results of diagnostic and formative assessments

### 7. Effective Use of Technology and Distance Learning (32 Points)

1. Describe the agency’s plan to effectively deliver instructional services, through the use of technology, to improve student performance (750 word maximum)
	* ADVANCED (16 Points)
		1. Comprehensive description of plan to effectively deliver instructional services through the use of technology to improve student performance
	* ADEQUATE (12 Points)
		1. Sufficient description of plan to effectively deliver instructional services through the use of technology to improve student performance
	* LIMITED (8 Points)
		1. Limited description of plan to effectively deliver instructional services through the use of technology to improve student performance
	* UNCLEAR (4 Points)
		1. Unclear description of plan to effectively deliver instructional services through the use of technology to improve student performance
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of plan to effectively enhance the delivery of instructional services through the use of technology to improve student performance
2. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ESL, ABE, and ASE programs (750 word maximum)
	* ADVANCED (16 Points)
		1. Comprehensive description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* ADEQUATE (12 Points)
		1. Sufficient description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* LIMITED (8 Points)
		1. Limited description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* UNCLEAR (4 Points)
		1. Unclear description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* NOT APPLICABLE (0 Rating)
		1. Not applicable description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training

### 8. Facilitate Learning in Context (28 Points)

1. Detail how the agency uses Integrated Education and Training (IET) or other models of contextualized instruction to help adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* ADEQUATE (9 Points)
		1. Sufficient description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* LIMITED (6 Points)
		1. Limited description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* UNCLEAR (3 Points)
		1. Unclear description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
2. Describe how the agency’s curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce (500 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* ADEQUATE (12 Points)
		1. Sufficient description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* LIMITED (8 Points)
		1. Limited description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* UNCLEAR (4 Points)
		1. Unclear description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce

### 9. Qualified Instructors and Staff (52 Points)

1. Describe how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators (250 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators
	* ADEQUATE (12 Points)
		1. Sufficient description of how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators
	* LIMITED (8 Points)
		1. Limited description of how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators
	* UNCLEAR (4 Points)
		1. Unclear description of how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators
2. Provide a brief description and the anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers implementing the grant program (250 word maximum)
	* ADVANCED (8 Points)
		1. Complete job position descriptions and anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers
	* ADEQUATE (6 Points)
		1. Sufficient job position descriptions and anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers
	* LIMITED (4 Points)
		1. Inadequate job position descriptions and anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers
	* UNCLEAR (2 Points)
		1. Unclear job position descriptions and anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers
	* NOT APPLICABLE (0 Points)
		1. Not applicable job position descriptions and anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers
3. Describe the agency’s plan for implementing continuous professional development for diverse administrators, instructors, and support staff (250 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of a comprehensive plan for implementing continuous professional development for diverse administrators, instructors, and support staff
	* ADEQUATE (12 Points)
		1. Sufficient description of a comprehensive plan for implementing continuous professional development for diverse administrators, instructors, and support staff
	* LIMITED (8 Points)
		1. Limited description of a comprehensive plan for implementing continuous professional development for diverse administrators, instructors, and support staff
	* UNCLEAR (4 Points)
		1. Unclear description of a comprehensive plan for implementing continuous professional development for diverse administrators, instructors, and support staff
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of a comprehensive plan for implementing continuous professional development for diverse administrators, instructors, and support staff
4. Describe how the agency’s professional development plan supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes (250 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of a comprehensive plan that supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* ADEQUATE (9 Points)
		1. Sufficient description of a comprehensive plan that supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* LIMITED (6 Points)
		1. Limited description of a comprehensive plan that supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* UNCLEAR (3 Points)
		1. Unclear description of a comprehensive plan that supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of a comprehensive plan that supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes

### 10. Partnerships and Support Services for Development of Career Pathways (56 points)

1. Identify and detail federal, state, or local programs (not included in the responses to consideration 4, alignment with AJCC partners) that will be coordinated and aligned with the WIOA, Title II: AEFLA programs (250 word maximum)
	* ADVANCED (12 Points)
		1. Detailed identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* ADEQUATE (9 Points)
		1. Sufficient identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* LIMITED (6 Points)
		1. Limited identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* UNCLEAR (3 Points)
		1. Unclear identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* NOT APPLICABLE (0 Points)
		1. Not applicable identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
2. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners (250 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* ADEQUATE (9 Points)
		1. Sufficient description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* LIMITED (6 Points)
		1. Limited description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* UNCLEAR (3 Points)
		1. Unclear description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
3. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners (250 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* ADEQUATE (12 Points)
		1. Sufficient description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* LIMITED (8 Points)
		1. Limited description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* UNCLEAR (4 Points)
		1. Unclear description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
4. Describe the agency’s coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their advancement academically and transition to postsecondary courses or career training (250 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* ADEQUATE (12 Points)
		1. Sufficient description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* LIMITED (8 Points)
		1. Limited description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* UNCLEAR (4 Points)
		1. Unclear description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
* NOT APPLICABLE (0 Points)
	+ 1. Not applicable description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training

### 11. High Quality Information and Data Collection System (60 Points)

1. Describe the agency’s management information system, including data collection, data entry, data management, and data privacy (250 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of an exceptional system to collect and manage data and how data privacy is protected
	* ADEQUATE (12 Points)
		1. Sufficient description of a system to collect and manage data and how data privacy is protected
	* LIMITED (8 Points)
		1. Limited description of a system to collect and manage data and how data privacy is protected
	* UNCLEAR (4 Points)
		1. Unclear description of a system to collect and manage data and how data privacy is protected
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of a system to collect and manage data and how data privacy is protected
2. Describe how at a minimum, monthly attendance records and student assessments are tracked and reported (200 word maximum)
	* ADVANCED (12 Points)
		1. Comprehensive description of an exemplary process by which attendance records and student assessments are tracked and reported
	* ADEQUATE (9 Points)
		1. Sufficient description of the process by which attendance records and student assessments are tracked and reported
	* LIMITED (6 Points)
		1. Limited description of the process by which attendance records and student assessments are tracked and reported
	* UNCLEAR (3 Points)
		1. Unclear description of the process by which attendance records and student assessments are tracked and reported
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of the process by which attendance records and student assessments are tracked and reported
3. Describe how the agency’s staff is assigned with clear responsibilities for data collection, data entry, attestation, correcting errors, and resolving issues (200 word maximum)
	* ADVANCED (16 Points)
		1. Comprehensive plan to assign staff with clear responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* ADEQUATE (12 Points)
		1. Sufficient plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* LIMITED (8 Points)
		1. Limited plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* UNCLEAR (4 Points)
		1. Unclear plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* NOT APPLICABLE (0 Points)
		1. Not applicable plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
4. Describe how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement (350 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* ADEQUATE (12 Points)
		1. Sufficient description of how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* LIMITED (8 Points)
		1. Limited description of how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* UNCLEAR (4 Points)
		1. Unclear description of how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how data is used for program management and program improvement, such as evaluating learning gains and student goal achievement

### 12. Integrated English Literacy and Civics Education (52 Points)

1. Identify and describe a minimum of one career training program and career pathway offered to English Language Learners (ELLs) and include industry-recognized credentials available to participants upon completion of the program (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* ADEQUATE (9 Points)
		1. Sufficient description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* LIMITED (6 Points)
		1. Limited description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* UNCLEAR (3 Points)
		1. Unclear description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
2. Describe how ELLs will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively (500 word maximum)
	* ADVANCED (16 Points)
		1. Detailed description of how ELL participants will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively
	* ADEQUATE (12 Points)
		1. Sufficient description of how ELL participants will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively
	* LIMITED (8 Points)
		1. Limited description of how ELL participants will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively
	* UNCLEAR (4 Points)
		1. Unclear description of how ELL participants will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how ELL participants will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively
3. Describe how the Integrated English Literacy and Civics Education (IELCE) program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* ADEQUATE (9 Points)
		1. Sufficient description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* LIMITED (6 Points)
		1. Limited description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* UNCLEAR (3 Points)
		1. Unclear description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
4. Explain how the IELCE program will prepare ELLs to transition into unsubsidized employment in occupations that lead to economic self-sufficiency (500 word maximum)
	* ADVANCED (12 Points)
		1. Detailed description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* ADEQUATE (9 Points)
		1. Sufficient description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* LIMITED (6 Points)
		1. Limited description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* UNCLEAR (3 Points)
		1. Unclear description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* NOT APPLICABLE (0 Points)
		1. Not applicable description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency

California Department of Education, October 21, 2022

1. <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf> [↑](#footnote-ref-2)