

2025–30 Adult Education Family Literacy Act (AEFLA) Programs Reviewers’ Scoring Rubric

Program Abstract: The applicant must, in no more than a two-page, double-spaced summary, concisely present the

- applicant’s organization and its mission,
- program(s) being proposed (i.e., Adult Education, Corrections Education, Family Literacy, or IEL/CE),
- target population to be served with the proposed program(s),
- anticipated number of individuals to be served in year one,
- proposed service area (i.e., county or counties),
- documented need for the program(s) and services and a list of the adult education and literacy activities to be provided,
- amount of funding requested,
- career pathway of the proposed program, and
- Local Workforce Development Board (LWDB) plan(s) with which the proposed program aligns.

Acceptable
Adequate/Meets—0 points Applicant provides a summary that fully addresses all required items.
Not Acceptable
Inadequate—0 points Applicant provides a summary that does not adequately address all required items.
Score
Adequate/Meets ☐ Inadequate ☐
Reviewer’s Comments

Consideration 1. Commitment to Serve the Individuals in Need

The SCDE will consider the degree to which the applicant (eligible provider) would be responsive to—

- a. regional needs as identified in the local plan under the [WIOA section 108](#) (LWDB plan); and
- b. serving individuals in the community who were identified in the specific local plan as most in need of adult education and literacy activities, including individuals—
 - i. who have low levels of literacy skills or
 - ii. who are English Language Learners (ELLs).

The applicant must provide a narrative that responds to the following for the specific program (i.e., Adult Education, Corrections Education, Family Literacy, IEL/CE), for which funding is requested.

1.a. The applicant must provide a narrative that

- describes the population to be served by the proposed program, applying local and regional demographics;
- provides evidence of the need for such a program in the service delivery area using quantitative and/or qualitative data;
- includes, but is not limited to,
 - levels of educational attainment, including data on individuals with low literacy levels and ELLs in the community, and
 - labor market information including
 - current unemployment data,
 - short- and long-term employer needs,
 - high school graduation rates,
 - postsecondary enrollment and completion;
 - for Family Literacy only, families where the head of household lacks a high school diploma or equivalent; and
- cites sources.

Acceptable
Fully Meets—12–15 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—8–11 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—4–7 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–3 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

1.b. The applicant must provide a narrative that

- identifies and reviews the most current LWDB plan with which the proposed program will align; and
- indicates the proposed education and workforce priorities for the program based on the local plan and community demographics.

Acceptable
Fully Meets—4–5 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—2–3 points Applicant provides a narrative that moderately addresses all required items.

Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

1.c. The applicant must provide a narrative that

- lists the specific program activities that will be provided to address the needs of individuals who will be served; and
- describes how the program will meet the needs of the community through the identified activities.
- For Corrections Education, includes how program staff will meet the needs of incarcerated individuals in correctional institutions through the identified academic programs.
- For Family Literacy, the narrative includes adult education, parent education, interactive literacy activities, and early care and education (i.e. childcare).
- For IEL/CE, the narrative focuses on the adult education and literacy activities to address the particular needs of
 - i. individuals with limited English proficiency,
 - ii. individuals pursuing citizenship, and
 - iii. individuals with multiple barriers to employment.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

1.d. The applicant must outline the program’s recruitment and retention action plan by completing the Recruitment and Retention Action Plan template.

- For Corrections Education, the applicant must include an explanation of how priority will be given to individuals who are likely to leave the correctional institution within five (5) years of participation in the Corrections Education program.
- For Family Literacy, the applicant must include how program staff will recruit and retain parents/guardians of children who are considered at-risk of school failure. (See the definition for at-risk student and a list of at-risk variables in appendix A.)
- For IEL/CE, the applicant must include specific activities that will be implemented to recruit and retain individuals with limited English proficiency.

Acceptable
Fully Meets—7–10 points Applicant provides an action plan that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides an action plan that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides an action plan that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides an action plan that does not adequately address all required items.
Score
Reviewer’s Comments

Consideration 2. Serving Individuals with Disabilities

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

2.a. The applicant must provide a narrative that describes how the applicant organization will identify students with disabilities and the organization’s ability to serve individuals with disabilities (i.e., physical, mental, emotional, and learning), including students ages 22 and older.

Acceptable
Fully Meets—7–10 points Applicant provides a statement that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a statement that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a statement that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a statement that does not adequately describe all required items.

Score
Reviewer's Comments

2.b. The applicant must provide a narrative that describes how the applicant organization will collaborate and partner with other organizations and agencies to assist and support in serving eligible individuals with disabilities.

Acceptable
Fully Meets—6–7 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

2.c. The applicant must provide a narrative that describes the steps the applicant organization will take to promote the inclusion of students with disabilities and ensure equitable access to program activities and services.

Acceptable
Fully Meets—6–7 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score

Reviewer's Comments

Consideration 3. Past Effectiveness

The SCDE will consider past effectiveness of the applicant/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.

3.a. The applicant must provide a narrative that describes the applicant organization's previous experiences, past successes, and unique qualifications to serve individuals in need of adult education and literacy services.

- For Corrections Education, the narrative focuses on past service to incarcerated individuals in correctional institutions.
- For Family Literacy, the narrative focuses on past service to students who are parents and are in need of Family Literacy services.
- For IEL/CE, the narrative focuses on past service to ELLs.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

3.b. The applicant must provide a narrative that describes how the applicant organization has effectively served eligible individuals in the past, and includes:

- Performance data from July 2017–June 2024 to demonstrate the organization's record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the applicable content domains of:
 - reading
 - writing
 - mathematics
 - English language acquisition

- secondary school diploma
 - Integrated Education and Training
 - Workplace Literacy.
- ii. A table to reflect the two previous years of performance data from July 2017–June 2024 as a part of the narrative or a completed Past Effectiveness Chart included as an attachment.
 - iii. The number of individuals served during each of the selected two consecutive years.

Acceptable
Fully Meets—15–20 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—9–14 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—4–8 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–3 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

3.c. The applicant must provide a narrative that describes how the applicant organization has assisted eligible individuals in successfully attaining a high school diploma or equivalent and transitioning to postsecondary education, training and/or employment within the current program year. As part of the explanation, the narrative must provide:

- i. Performance data from July 2017–June 2024 on the outcomes of participants, particularly eligible individuals who have low levels of literacy, related to
 - employment,
 - attainment of secondary school diploma or its recognized equivalent, and
 - transition to postsecondary education and/or training.
- ii. A table to reflect two previous years of performance data from July 2017–June 2024 as a part of the narrative or narrative or a completed Past Effectiveness Chart included as an attachment.
- iii. The number of individuals served during each of the selected two years.
 - For Corrections Education, the narrative describes adult education and literacy services provided to incarcerated individuals.
 - For IEL/CE, the narrative discusses assistance to ELLs.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.

Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

Consideration 4. One-Stop System Alignment

The SCDE will consider the extent to which the applicant/eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under [WIOA section 108](#), as well as the activities and services of the one-stop partners.

4.a. The applicant must provide a narrative that describes how the applicant's activities and services will align with the strategies and goals of the LWDB's plan and the activities and services of local SC Works Center(s), WIOA core partners, and any additional one-stop partners. At a minimum, the narrative must align the proposed program with the activities and services of the WIOA core partners.

The applicant also must provide

- a completed AEFLA Partners and Partnership Coordination table indicating partners and collaborative efforts that have been established or will be established with partners to meet mutual goals and strategies, and
- letters of commitment and/or MOUs/MOAs (first page and signature page only) as an attachment(s).

Acceptable
Fully Meets—13–18 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—7–12 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—3–6 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.
Score

Reviewer's Comments

4.b. The Adult Education applicant must provide a narrative that

- describes how their organization will support the services and/or operation of SC Works Center(s) and the SC Works system as described in the WIOA section 121(b)(1)(A), as appropriate and applicable, and
- includes a description of the services that will be delivered and/or received through the one-stop delivery system.

Acceptable
Fully Meets—10–12 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—6–9 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

4.c. The applicant must provide a narrative that

- explains the processes and procedures the program will use for promoting and implementing student concurrent enrollment in the WIOA Title I, III and IV programs and activities as it relates to individuals in need of adult education and literacy services; and
- includes how their organization will coordinate the referral, intake, and orientation of eligible participants into core partner programs.
- For Corrections Education, the narrative focuses on incarcerated individuals.
- For Family Literacy, the narrative focuses on individuals in need of family literacy services.
- For IEL/CE, the narrative focuses on ELLs.

Acceptable
Fully Meets—13–18 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—7–12 points Applicant provides a narrative that moderately addresses all required items.

Not Acceptable
Limited/Approaches—3–6 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

Consideration 5. & 6. Evidence-Based Instructional Practice

The SCDE will consider whether the applicant's/eligible provider's program—

- a. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
- b. uses instructional practices that include the essential components of reading instruction.

The SCDE will consider whether the applicant's/eligible provider's activities, including reading, writing, speaking, mathematics, and ELA 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.

5. & 6.a. The applicant must provide a narrative that

- describes how the proposed program design and schedule will be of sufficient intensity (hours per week) and duration (number of weeks) to promote substantial learning gains of participants, and
- includes distance and in-person course offerings.
- For Family Literacy, the narrative describes how the program design and schedule for inclusion of the four components of Family Literacy will accommodate students and align with required Family Literacy and adult education attendance requirements while meeting parenting, literacy and numeracy gains.
- For IEL/CE, the narrative includes how the program design and schedule will ensure that ELLs will make substantial learning gains in reading, writing, speaking, mathematics, English language acquisition, as well as receive instruction on the rights and responsibilities of citizenship.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.

Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

5. & 6.b. The applicant must provide a narrative that describes how instructional practices, curricula, and proposed program activities, including reading, writing, speaking, mathematics, and English language acquisition instruction (if applicable), will be of sufficient quality and based on best practices derived from the most rigorous, scientifically valid research and effective educational strategies.

- For Family Literacy, the narrative includes parent education curricula in addition to the program activities listed above.

Acceptable
Fully Meets—12–16 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—8–11 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—3–7 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

5. & 6.c. The applicant must provide a narrative that describes how the curriculum and instructional practices will provide instruction on the essential components of reading.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.

Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer’s Comments

5 & 6.d. The applicant must provide a narrative that describes the resources the applicant’s organization will employ to ensure that students achieve learning gains.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer’s Comments

5. & 6.e. The applicant must provide a narrative that describes how the [SC Adult Education Curriculum Framework](#), which includes the SC College- and Career-Ready Standards, will guide instructional practices to lead to substantial learning gains.

- For IEL/CE applicants, includes the [SC English Language Proficiency Standards](#) in addition to the [SC Adult Education Curriculum Framework](#).

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.

Score
Reviewer's Comments

5. & 6.f. The applicant must provide a narrative that

- describes the criteria and process for evaluating program quality and instructional practices,
- includes how often the evaluations will occur, and
- describes the plan for making program improvements.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

Consideration 7. Activities Implementation, Technology Use, and Delivery Method

The SCDE will consider whether the applicant's/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.

7.a. The applicant must provide a narrative that describes how their organization will effectively use technology products, tools, and resources to conduct adult education and literacy activities, and addresses:

- their organization's plan to give access to and integrate technology in the classroom and the adult education program;
- the specific technology products, tools, and resources that will be used;
- how technology will be used to improve the quality of learning; and
- how staff will be trained to use the technology products, tools, and resources.

- For IEL/CE, the narrative focuses on services and instruction delivered to ELLs.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

7.b. The applicant must provide a narrative that describes current or proposed strategies for incorporating elements from [BRIDGES Digital Skills Framework](#) into instruction that enable learners to find, evaluate, organize, create, and communicate information.

- For Family Literacy, the narrative focuses on students who are parents/guardians.
- For IEL/CE, the narrative focuses on ELLs.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

7.c. The applicant must provide a narrative that describes

- current and proposed blended and distance education opportunities and any other instructional delivery methods that the program will implement to increase the accessibility and quality of learning,
- the percentage of their course offerings that will include blended and distance offerings, and
- how the program will ensure substantial learning gains for distance learning students.
- For Corrections Education applicants, this item is optional. Applicants not proposing IET will receive 3 points.
- For Family Literacy, the narrative focuses on how blended and distance instruction will be incorporated into the four primary components of Family Literacy.
- For IEL/CE, the narrative focuses on ELLs.

Acceptable	
Fully Meets—5–6 points	Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points	Applicant provides a narrative that moderately describes all required items.
Not Acceptable	
Limited/Approaches—1–2 points	Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points	Applicant provides a narrative that does not adequately describe all required items.
Score	
Reviewer's Comments	

Consideration 8. Contextualized Instruction

The SCDE will consider whether the applicant's/eligible provider's activities provide learning in context, including through integrated education and training (IET), so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

- 8.a.** The applicant must provide a narrative that addresses how the organization will use contextualized instruction (excluding IET) to meet the needs of area employers, workers, and jobseekers as described in the local workforce development board plan. The narrative must include all of the following:
- i. A description of the resources, tools, and materials that will be used to deliver contextualized instruction;
 - ii. Strategies and processes that will be employed to implement contextualized instruction;
 - iii. Partnerships and collaborative efforts that will support contextualized instruction, including Career and Technical Education (CTE), technical colleges and other training

- providers; A description of how the program will provide workforce preparation skills to individuals in need of adult education and literacy services; and
- iv. A description of how the organization’s contextualized instruction will support individuals acquiring skills needed to:
- a) transition to and complete postsecondary education and training programs,
 - b) obtain and advance in employment leading to economic self-sufficiency, and
 - c) exercise the rights and responsibilities of citizenship.
- For Corrections Education, the narrative focuses on incarcerated individuals, ideally those who are likely to leave the correctional institution within five (5) years of participation in the program.
 - For Family Literacy, the narrative focuses on Family Literacy participants.
 - For IEL/CE, the narrative focuses on ELLs.

Acceptable
Fully Meets—12–15 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—8–11 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—4–7 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–3 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer’s Comments

8.b. The applicant must provide a narrative that

- describes the organization’s strengths in the establishment of career pathways for individuals in the community;
- describes the experience the applicant has had in supporting individuals while they attend/pursue occupational training to include Career and Technical Education (CTE), technical colleges and other training providers; and
- includes examples of supportive contextualized curricula, workforce preparation activities and other supportive services.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.

Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

- 8.c.** The applicant must provide a narrative that describes how the program will collaborate with other AEFLA-funded programs in the local workforce area to develop and implement a common IET program that serves students from each program, including
- information about the program's current and potential partners that may be integral to the implementation of the IET program, and
 - a description of the strengths their program would have to offer in the development of a collaborative Workforce Area IET.
 - For Corrections Education applicants, this item is not applicable.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

- 8.d.** Applicants that have previously received AEFLA funding must provide a narrative that describes the OAE-approved IET program. Applicants that have **not** previously received AEFLA funding must provide a narrative that describes how the organization would develop and implement a viable IET program. The narrative must provide details regarding the IET program components such as:
- alignment of IET opportunity with local workforce needs
 - occupational skills training provider(s)
 - a description of the concurrent nature of the IET program
 - contextualized curricula

- v. the industry-recognized credential attached to this IET program
- vi. post-secondary education
- vii. workforce training
- viii. workforce preparation activities
- ix. apprenticeships
- x. other career pathway components.
 - For Corrections Education applicants, this item is optional. Applicants not proposing IET will receive 8 points.
 - For Family Literacy applicants, this item is optional. Applicants not proposing IET will receive 8 points.

Acceptable
Fully Meets—12–15 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—8–11 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—4–7 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–3 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

8.e. The applicant must provide a narrative that

- describes how the program will promote IET program opportunities for eligible students,
- provides specific details of these opportunities, and
- describes how students will be introduced to, access, and participate in the IET program.
- For Corrections Education applicants, this item is optional. Applicants not proposing IET will receive 4 points.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.

Score
Reviewer's Comments

8.f. The applicant must provide a narrative that describes how the program will use applicable models of contextualized instruction and IET to help eligible adult students develop the skills required to advance in

- an educational setting,
- transition to post-secondary education and/or training, or
- become employed.
- For Corrections Education applicants, this item is optional . Applicants not proposing IET will receive 12 points.

Acceptable
Fully Meets—18–25 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—12–17 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—6–11 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–5 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

Consideration 9. Instructor and Staff Qualifications

The SCDE will consider whether the applicant's/eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet South Carolina's minimum qualifications, where applicable, and who have access to high quality professional development, including through electronic means.

9.a. The applicant must provide a narrative that describes how their organization will ensure there are highly trained instructors, counselors, and administrators who meet minimum state qualifications and program-related requirements in accordance with [South Carolina State Board Regulation 43-259, II.C.](#)

- For Corrections Education, the narrative documents the relevant faculty and staff associated with the Corrections Education program.
- For Family Literacy, the narrative documents relevant faculty and staff associated with the Family Literacy program.
- For IEL/CE, the narrative documents relevant faculty and staff associated with the IEL/CE program.

Acceptable
Fully Meets—3–4 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—2 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

9.b. The applicant must provide a narrative that provides an overview of how their organization delivers professional development activities to ensure that instructors and staff are trained in current research, best practices, and evidence-based instructional strategies in working with students that lead to effective program outcomes. The narrative must address the following:

- How instructors and staff will have access to high quality professional development including in-person and virtual opportunities.
- The professional development opportunities to be offered and delivered beyond what the state will provide.
- How the organization will ensure part-time staff, as well as full-time staff, will receive and participate in professional development.
 - For Corrections Education, the narrative focuses on professional development activities to better serve incarcerated individuals.
 - For Family Literacy, the narrative focuses on professional development activities to better serve Family Literacy participants.
 - For IEL/CE, the narrative focuses on professional development activities to better serve ELLs.

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately addresses all required items.

Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

9.c. The applicant must provide a narrative that explains the organization's orientation process for new instructors and staff, including

- i. how the organization will ensure new instructors and staff are acclimated to and knowledgeable of adult education instruction, policies, procedures and intake orientation processes;
- ii. how state and program priorities/goals will be communicated to new and current instructors and staff and how often is communication is provided and information shared; and
- iii. how the organization will ensure implementation of priorities, goals, and federal and state regulations among all instructors and staff.
 - For Corrections Education, the narrative focuses on the orientation processes for new Corrections Education instructors and staff.
 - For Family Literacy, the narrative focuses on how new instructors and staff will be acclimated to and obtain knowledge about adult education instruction, parent education curricula, early care and education curricula, policies, guidelines, procedures, and intake orientation processes.
 - For IEL/CE, the narrative focuses on the orientation processes for new ESL instructors and staff.

Acceptable
Fully Meets—3–4 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—2 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score

Reviewer's Comments

9.d. The applicant must provide a narrative that describes the process for observing and evaluating instructors and staff, including how

- instructor performance will be evaluated against student retention and performance outcomes,
- instructors and staff will be commended, and
- performance issues will be addressed and reconciled.

Acceptable
Fully Meets—3–4 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—2 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

Considerations 10 & 11. Partner Coordination, Support Services, and Service Flexibility

The SCDE will consider:

- a. whether the applicant's/eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways and
- b. whether the applicant's/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.

10. & 11.a. Excluding the program’s planned or implemented IET program, the applicant must provide a narrative that identifies and describes the organization’s existing career pathway(s) or the plan to implement a career pathway(s) over the next program year. The narrative must describe

- i. how students will be introduced to career pathways during intake and orientation.
- ii. how the organization will coordinate activities with other available education, training, and social service resources in the community for the development of career pathways.
- iii. if the student decides to participate in a career pathway, how they will be enrolled in and/or participate in the career pathway.

Acceptable
Fully Meets—8–11 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—6–7 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer’s Comments

10. & 11.b. The applicant must provide a narrative that describes the organization’s enrollment process (e.g., managed enrollment, open-entry/open-exit), describes the student intake and orientation process at both main and satellite sites, and includes

- i. how student barriers and needs will be identified and the plan and/or process to address individual student barriers and need for support services and accommodations, either internally or in partnership with other community services.
- ii. details regarding barriers to participation such as childcare, transportation, mental health, disabilities, economic barriers, etc.
 - For Corrections Education, the narrative focuses on details regarding barriers to participation for incarcerated individuals.
 - For Family Literacy, the narrative focuses on Family Literacy program participants.
 - For IEL/CE, the narrative focuses on IEL/CE program participants.

Acceptable
Fully Meets—7–9 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.

Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

10. & 11.c. Excluding partnerships and collaborations identified in Consideration 4: One-Stop System Alignment and Consideration 8: Contextualized Instruction, the applicant must provide a narrative that lists and describes any additional strong linkages the organization will establish to support students, including individuals with disabilities or other special needs, in acquiring the skills needed to transition to and complete postsecondary education and training programs and obtain and advance in employment. The narrative must include:

- i. how these linkages will reduce student barriers and assist with student participation and program completion;
- ii. an outline of the following on the AEFLA Partners and Partnership Coordination chart to include:
 - a. the activities and/or support services to be provided by the partner,
 - b. the type of partner,
 - c. the way that activities/services will be coordinated, and
 - d. the referral process to connect students with local partner organization services.
- iii. The applicant includes letters of commitment or MOUs/MOAs (first page and signature page only) in the appendix items.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score

Reviewer's Comments

10. & 11.d. The applicant must provide a narrative that

- describes how the program offers flexible class schedules to best accommodate student needs,
- includes specific justifications for scheduling decisions,
- includes a complete Weekly Schedule for the main and satellite sites in the appendices, and
- includes all synchronous and asynchronous opportunities, both virtual and in-person.
- For Corrections Education, applicant provides the weekly class schedule for Corrections Education program participants only.
- For Family Literacy, applicant provides the weekly class schedule for Family Literacy program participants only and includes each of the four components.
- For IEL/CE, applicant provides the weekly class schedule for IEL/CE program participants only.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

10. & 11.e. The applicant organization must have a CCN or a position on staff that is responsible for career planning and career development of students. The applicant must provide a narrative that addresses each of the following as it relates to the CCN or equivalent for the proposed program:

- Clearly defines the job description and qualifications of the proposed program's CCN; to include the number of hours they will work each week to fulfill job responsibilities. If the CCN is not full-time, the applicant must explain how job responsibilities will be met.
- Explains how the CCN will aid in the development and implementation of career pathways.

- iii. Explains how the CCN or equivalent will identify and connect students to support services and other activities and services to ensure successful transition into and completion of postsecondary education/training and/or employment.
- iv. Describes the process the applicant's organization will use to assist students in obtaining employment and/or entering post-secondary education or training.

Acceptable
Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0–1 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer's Comments

10. & 11.f. The Family Literacy applicant must provide a narrative that describes how the program will provide continued support to parents as their child(ren) transition(s) to the next educational level (e.g., transition from preschool to pre-kindergarten, kindergarten to first grade).

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

Consideration 12. Performance Management and Outcomes

The SCDE will consider whether the eligible provider maintains a high-quality information management system that as the capacity to report measurable participant outcomes (consistent with [WIOA section 116](#)) and to monitor program performance.

- 12.a.** The applicant must provide a narrative that describes the organization’s experience and capacity to use an information management system, including
- a description of the information management system the organization currently uses to report participant outcomes, and
 - how instructors and staff are trained to use the information management system.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer’s Comments

- 12.b.** The applicant must provide a narrative that describes how their organization collects data, enters data, ensures data reliability, corrects errors and resolves issues. The narrative must include how the organization:

- collects and transfers student information to data entry personnel;
- enters data;
- ensures data reliability;
- corrects errors;
- resolves data issues;
- tracks and reports student attendance for all instruction types:
 - in-person synchronous,
 - online synchronous,
 - asynchronous; and
- tracks and reports student assessments.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all required items.

Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.c. The applicant must provide a narrative that describes the organization's proposed process for managing and monitoring the following types of Measurable Skills Gain (MSG); Post-testing for EFL gain; Carnegie unit accrual (if applicable); HSD attainment (if applicable); HSED attainment; and entry into post-secondary education/training within the program year. The narrative must address:

- i. how often program performance will be monitored;
- ii. how data will be used for program management and program improvement;
- iii. the processes and procedures that will be implemented to ensure student and program goals are met;
- iv. how student goals and outcomes will be communicated to instructors and the student, as appropriate; and
- v. the steps to be taken should there be deficiencies in meeting one or more NRS levels.

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.d. From reviewing the South Carolina Performance Measures for AEFLA, the applicant must provide a narrative that describes 3–5 strategies that the program will employ to meet the state-adjusted levels of performance as described in the [WIOA Section 116\(b\)\(3\)](#).

Acceptable
Fully Meets—7–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—4–6 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.e The applicant must provide a narrative that describes how the applicant organization will track and measure students' transition into postsecondary education, training, and/or employment. The narrative must include:

- i. staff responsible for managing and conducting follow-up surveys;
- ii. frequency of conducting follow-up;
- iii. method for determining students who are eligible for follow-up; and
- iv. method of conducting follow-up survey.

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.f. The applicant must provide a narrative that describes how the organization will ensure timely submission of required reports to the SCDE.

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.g. The Family Literacy applicant must provide a narrative that describes the process for:

- administering required pre- and post-parent education surveys and partner assessments,
- conferencing with students,
- setting and entering new parent education goals and/or career goals, and
- involving students in a career pathway.

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.h. The Family Literacy applicant must provide a narrative that describes how the applicant's organization will communicate the students' parenting and academic goals to instructors (Parent Education and ABE instructors).

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

12.i. The Family Literacy applicant must provide a narrative that describes how the applicant's organization will consistently document, assess, and collect data for students who frequently set new goals and/or move to the next level of an existing goal.

Acceptable
Fully Meets—5–6 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

Consideration 13. English Language Acquisition (ELA) and Civics Education

The SCDE will consider whether the local area in which the applicant/eligible provider is located has a demonstrated need for additional ELA programs and civics education programs.

Note: South Carolina requires that all Adult Education applicants provide access to English Language Acquisition (ELA) activities. Applicants located in counties with a Limited English Proficient (LEP) population of 1,000 individuals or more will be required to offer local program Adult ESL services. Programs with less than 1000 LEP individuals in their county will be required to provide access to ELA services. Corrections Education applicants must provide access to ELA activities if there is a demonstrated need within the correctional facility(ies).

13.a. The applicant must provide a narrative that

- provides the data and information on the ELL population in applicant/eligible provider's local area and the anticipated growth of the ELL population and
- references to any applicable data sources used.
- For Corrections Education, the narrative describes the demonstrated need based on demographics within the current incarcerated population.
- For IEL/CE, the narrative describes the demonstrated need for IEL/CE program participants only.

Acceptable
Fully Meets—15–20 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—9–14 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—4–8 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–3 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

13.b. The applicant must provide a narrative that describes the organization's experience and/or ability to provide instruction and/or access to services for English language learners.

Acceptable
Fully Meets—8–11 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—6–7 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately describe all required items.

Score
Reviewer's Comments

13.c. The applicant must provide a narrative that describes the organization's plans to provide services to and/or access to ELA and civics education and the curriculum and materials (e.g., textbooks, software) that will be used. Include how the organization plans to deliver this instruction (virtually, in-person, hybrid or other form of delivery).

Acceptable
Fully Meets—8–11 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—6–7 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–2 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

13.d. The applicant must provide a narrative that describes how ESL student participation will be promoted and includes strategies that the program will use to recruit and retain ESL students.

Acceptable
Fully Meets—4–5 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—2–3 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score

Reviewer's Comments

13.e. For Family Literacy applicants *only*. If planning to offer ELA activities, the Family Literacy applicant must provide a narrative that describes how the program will recruit and retain ESL students who are parents/guardians for participation in Family Literacy activities.

Acceptable
Fully Meets—4–5 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—2–3 points Applicant provides a narrative that moderately describes all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

13.f. For IEL/CE applicants *only*. The IEL/CE applicant must provide a narrative that details the program's experience and ability to provide ELA and civics education to ESL students including information regarding:

- i. instructor qualifications/experience working with this population; and
- ii. instructional strategies to be implemented to promote substantial learning gains in the areas of ELA and civics education for this population.

Acceptable
Fully Meets—4–5 points Applicant provides a narrative that fully details all required items.
Adequate/Meets—2–3 points Applicant provides a narrative that moderately details all required items.
Not Acceptable
Limited/Approaches—1 point Applicant provides a narrative that is limited or unclear in detailing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately details all required items.
Score
Reviewer's Comments