



Mississippi Community College Board

Office of Adult Education

3825 Ridgewood Road

Jackson, MS 39211

601-432-6518

Multi-Year Request for Proposal (RFP)

APPLICATION FOR SECTION 243 FUNDING

Fiscal Years 2026 – 2030

Demonstrated Effectiveness, RFP Narrative, and Budget Guidelines

An eligible applicant may apply for Section 231, 225, and/or 243 funds. Applicants may apply for each section individually or in any combination. *This application is for Section 243 Funding only.*

Update 2/20/25 – *labeled Tables 2.1, 2.2, 2.3, and 2.4 under Demonstrated Effectiveness

RFP CHECKLIST

Completed Grant Proposal <i>must be submitted by March 31, 2025</i> , no later than 4:00 p.m., local time. Proposal must include all required components.	
✓	Checklist of Required Components
	RFP Application - Complete Sections 1 – 4 (as applicable)
	Attachments:
	Organizational Chart
	Personnel Worksheet – Administration
	Personnel Worksheet – Instructional and all other Staff
	Class Schedule
	Assurances for Non-Construction Programs (SF-424B) with proper signatures
	Certification regarding Lobbying Form with proper signature
	Disclosure of Lobbying Activities Form with signature, if appropriate
	Section 502. Buy-American Requirements with proper signatures
	Grant Assurances
	GEPA Statement
	Budget
OAE USE ONLY	
	Workforce Development Board Aligned – OAE

1. COVER PAGE

Complete this section in its entirety. The signatures must be in **blue** ink.

1.1 Applicant Information			
Program Name:			UEI#:
Mailing Address:			County:
Telephone:		E-mail:	
Website:			
1.2 Type of Program			
	A. Local Education Agency		
	B. Community or Faith-Based Organization		
	C. Volunteer Literacy Organization		
	D. Institution of Higher Education		
	E. Public or Private Nonprofit Agency		
	F. Library		
	G. Public Housing Authority		
	H. Consortium or Coalition of Agencies, Organizations, Institutions, Libraries, or authorities		
	I. Partnership between an employer and an entity		
	J. Non-profit institution not previously described and has the ability to provide adult education and literacy activities to eligible individuals.		
	K. Other (please provide additional information below to clarify your Applicant Type):		
1.3 Authorized Signatures for Grant Proposal and Program Operations			
Applicant Authorized Representative Information (President, Superintendent, CEO)			
Name:		Title:	
Telephone:		E-mail:	
Signature:			
Program Administrator Information			
Name:			
Telephone:		E-mail:	
Signature:			
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Signature:			

1.4 Provide the number of eligible individuals projected to be served in each Program Category for which the applicant organization proposes educational services.	
Program Category	# of Participants
Integrated English Literacy and Civics Education (IELCE) (Section 243)	
TOTAL	

2. **DEMONSTRATED EFFECTIVENESS**

Each submission for this component will be reviewed during a Pre-Screen process to determine if the applicant agency meets the standard of demonstrated effectiveness to be considered eligible for an award.

To meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds.

To be considered eligible, an applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training. See WIOA Final Rules Subpart C, §463.24.

Applicants applying as a consortium must provide evidence of demonstrated effectiveness and submit performance data for each entity that is a consortium member.

Note: Eligible providers applying for multiple funding opportunities (Section 231, 243, and/or 225) must submit a demonstrated effectiveness table that encompasses **all eligible individuals**. This table will be the same for each funding application, if applicable.

To demonstrate effectiveness, applicants must show a two-year average participant progress rate in reading, writing, and mathematics at or above 40% of the PY23 MS OAE state negotiated MSG target.

Additionally, applicants must demonstrate a rate at or above 40% of the PY23 state negotiated target for *each* of the after-exit outcomes. The after-exit outcomes include Employment (2nd Quarter after exit), Employment (4th Quarter after exit), Median Wages (2nd Quarter after exit), and Credential Attainment.

Therefore, the average of outcomes over 2 years will be compared with the following criteria:

Outcome	PY23 Negotiated Target	40% Negotiated Target
Measurable Skill Gains (MSG)	52.5%	21.0%
Employment, Second Quarter After Exit	48%	19.2%
Employment, Fourth Quarter After Exit	48%	19.2%
Median Earnings, Second Quarter after Exit	\$3,150.00	\$1,260.00
Credential Attainment	40%	16.0%

Outcomes for the non-negotiated targets will be compared with the following criteria:

Outcome	Target
Attained Diploma/Equivalent	10%
Transition to Postsecondary Education or Training	1%

If an applicant is found not to have demonstrated effectiveness, the applicant is determined ineligible to be considered, and the grant application will not be reviewed or scored. Ineligible applicants will receive notification of their application status no later than **May 30, 2025**.

Demonstrated Effectiveness for Applicants who *have* been previously funded under WIOA

An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness. ([34 CFR 463.24\(b\)\(1\)](#))

If the application is for a consortium, each consortium member must submit a separate demonstrated effectiveness table.

Note: Eligible providers applying for multiple funding opportunities (Section 231, 243, and/or 225) must submit a demonstrated effectiveness table that encompasses **all eligible individuals**. This table will be the same for each funding application, if applicable.

*Table 2.1 - Data for Applicants <u>PREVIOUSLY</u> Funded under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Pulled from data reported to the NRS. MSG by Entry Level	Number of participants		Number who achieved at least one educational functioning level gain		Number who attained a Secondary School Diploma or its equivalent		Percentage of Periods of Participation with Measurable Skill Gains	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
ABE Level 1 (0-1)								
ABE Level 2 (2-3)								
ABE Level 3 (4-5)								
ABE Level 4 (6-8)								
ABE Level 5 (9-10)								
ABE Level 6 (11-12)								
ESL Level 1 (Beginning Pre-Literacy)								

ESL Level 2 (Beginning Low)								
ESL Level 3 (Beginning High)								
ESL Level 4 (Intermediate Low)								
ESL Level 5 (Intermediate High)								
ESL Level 6 (Advanced)								
Total (ABE+ESL)								

***Table 2.2 - Data for Applicants PREVIOUSLY Funded under AEFLA, WIOA Title II**

Core Follow-Up Outcome Achievement Pulled from data reported to the NRS. Primary Indicators of Performance	Number of participants who exited		Number of participants who exited achieving outcome		Percentage of participants in all periods of participation achieving outcome	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Employed Second Quarter After Exit						
Employed Fourth Quarter After Exit						
Median Earnings Second Quarter After Exit						
Attained Diploma/Equivalent						
Transitioned to Postsecondary Education or Training						
Credential Attainment Rate						

Effectiveness is demonstrated for academic progress rate: Yes No

Effectiveness is demonstrated for *each* post-exit outcome: Yes No

Demonstrated Effectiveness for Applicants who *have not* been previously funded under WIOA

An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in [paragraph \(a\) of section 463.24](#), above. ([34 CFR 463.24\(b\)\(1\)](#))

If your organization has NOT been previously funded under Title II of WIOA, please demonstrate past effectiveness on the table below.

If the application is for a consortium, each consortium member must submit a separate demonstrated effectiveness table.

*Table 2.3 - Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Reading						
Writing						
Mathematics						
English Language Acquisition						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					

*Table 2.4 - Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	Number of Eligible Individuals enrolled		Number of Eligible Individuals who earned a certificate/diploma		Percentage of Eligible Individuals who earned a certificate/diploma	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement	Number of Eligible Individuals enrolled		Number of Eligible Individuals who achieved an outcome		Percentage of Eligible Individuals who achieved an outcome	

	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Primary Indicators of Performance						
Transitioned to Employment within one year of exit						
Transitioned to Postsecondary Education or Training						
Median Earnings Second Quarter After Exit						
Credential Attainment Rate						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					

Effectiveness is demonstrated for academic progress rate: Yes No

Effectiveness is demonstrated for *each* post-exit outcome: Yes No

For OAE USE Only:		
Applicant is an Eligible Provider with Demonstrated Effectiveness	Yes _____	No _____
Application is complete	Yes _____	No _____
Application is Eligible for Consideration (IF NO, STOP HERE.)	Yes _____	No _____

3. PROPOSED SERVICE LOCATIONS AND PROJECTED NUMBER OF PARTICIPANTS

Select the counties in which you intend to provide services. You need not limit your services to a single region. Indicate the number of participants *in the coming year* you anticipate for each county/ies.

Service Area	Select	Projected Participant Number Section 243	County/ies
South Delta Planning & Development District			Bolivar
			Carroll
			Coahoma
			Holmes
			Humphreys
			Issaquena
			Leflore
			Panola
			Sharkey
			Sunflower
			Tallahatchie
			Tunica
			Quitman
			Washington
Three Rivers Planning & Development District			Alcorn
			Attala
			Benton
			Calhoun
			Chickasaw
			Choctaw
			Clay
			Desoto
			Grenada
			Itawamba
			Lafayette
			Lee
			Lowndes
			Marshall
			Monroe
			Montgomery
			Noxubee
			Oktibbeha
			Pontotoc

		Prentiss
		Tate
		Tippah
		Tishomingo
		Union
		Webster
		Winston
		Yalobusha
Central Mississippi Planning & Development District		Adams
		Amite
		Claiborne
		Copiah
		Franklin
		Hinds
		Jefferson
		Lawrence
		Lincoln
		Madison
		Pike
		Rankin
		Simpson
		Walthall
		Warren
		Wilkinson
		Yazoo
Southern Mississippi Planning & Development District		Clarke
		Covington
		George
		Greene
		Forrest
		Hancock
		Harrison
		Jackson
		Jasper
		Jeff Davis
		Jones
		Kemper
		Lamar
		Lauderdale
		Leake
		Marion
		Neshoba
		Newton
		Pearl River
		Perry

			Scott
			Smith
			Stone
			Wayne
Total Projected Participants			

Additional Comments from the Eligible Provider:

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4. FUNDING APPLICATION NARRATIVE

An eligible applicant may apply for Section 231, 224, and/or 243 funds. Applicants may apply for each section individually or in any combination. **This application is for Section 243 funds only.**

- a. Adult Education & Family Literacy Act (AEFLA), WIOA, Section 231
- b. Corrections Education & Other Institutionalized Individuals WIOA, Section 225
- c. **Integrated English Literacy and Civics Education (IELCE), WIOA, Section 243**

Possible Points for Parts (A-D) = 700*

Possible Points for Part (E) = 100

Total Possible Points for Section 243, Parts (A-E) = 800

Directions: Responses should be **lettered/numbered** and answered in a clear and concise manner. Applications must be submitted in the format and content specified in these instructions.

- a. Times New Roman or Calibri font, 12-point font, single-spaced, 1-inch margins and numbered pages.
- b. The signature page must include original signatures of the Authorized Representative, Program Administrator and Fiscal Manager in **BLUE INK**.
- c. No handwritten applications will be accepted.
- d. Incomplete application packages will not be considered.
- e. Adhere to word limits indicated after each criterion.
- f. PDF format.

As you complete your narrative, include program data or research on which you base these practices as appropriate.

We suggest you become acquainted with the requirements in the Workforce Innovation and Opportunity Act (Public Law 113-128) and the resulting regulations. WIOA is found at <https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf>.

Applicable regulations are at <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463>.

A. Executive Summary

Maximum 1,500 words, 90 PTS

Briefly describe the proposed Adult Education (AE) program, including:

- 1) Geographic area of service and special population(s) served
- 2) Overview of current services, student population, and key initiatives or partnerships
- 3) Overview of planned services, student population, and key initiatives or partnerships ([34 CFR 463.22](#)) Include:

- (A) A description of how funds awarded under this title will be spent consistent with the requirements of Title II of WIOA (AEFLA);
- (B) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- (C) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I of WIOA, as appropriate.

SCORING RUBRIC FOR A. EXECUTIVE SUMMARY		
61-90 Points	31-60 Points	0-30 Points
Clear, complete summary of the proposed program, including a full description of area of service, special populations served, and current services. Detailed information is provided about how AEFLA funds will be spent and existing cooperative arrangements. There is evidence of clear alignment with local workforce plan and the requirements of AEFLA.	Summary is incomplete or unclear in some respects. Geographic areas of service, special populations served, and current services only partially described. Sparse or unspecific description of how funds will be spent in a way that is consistent with AEFLA and local workforce plan.	Geographic area of service, special populations served, and current services are not described. Does not demonstrate clear knowledge of AEFLA and local workforce plan and/or does not describe in detail how services will be provided.

B. General Education Provisions Act (GEPA) Statement

Maximum 500 words, 10 pts

The Department of Education's General Education Provisions Act (GEPA) applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

Section 427 of GEPA lists six types of barriers that may impede equitable access or full participation in a project: gender, race, national origin, color, disability, or age. Determine whether these or other barriers may prevent students access to or participation in the project. In the statement, describe the steps the program will take to overcome the barriers and ensure equity of access and participation in the project.

For more information, see <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

SCORING RUBRIC FOR B. GEPA STATEMENT	
YES – 10 POINTS	NO – 0 POINTS
The response describes the steps the program will take to ensure equitable access to, and equitable participation in, the project. It describes how the program will overcome identified barriers for students.	The application does not include a GEPA response, or the response is not complete or fully responsive to the requirements.

C. WIOA, 13 Federal Considerations

The State will evaluate each application based upon the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231. (See the Instructions and General Information Guidelines). The following 13 Considerations and corresponding questions should be completed in the following order. Applicants are to answer all questions.

Each question should be limited to 3,500 character maximum – approximately 500-word limit for each question.

C1. Consideration 1

Maximum 1,000 words, 60 pts

What the law says:
What the law says: In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to— a. regional needs as identified in the local plan under section 108; and

- b. serving individuals in the community who were identified in such 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;

Required Narrative

- 1) Describe how your program, and the services your program provides, align to the needs laid out in the local workforce development (LWDA) plan for your local area.
- 2) Describe how your program is designed to serve individuals who have low levels of literacy skills.
- 3) Describe how your program is designed to serve individuals who are English language learners.

SCORING RUBRIC FOR C1 CONSIDERATION 1

41-60 Points	21-40 Points	0-20 Points
The response clearly and completely describes how services will be provided in alignment with the LWDA plan. Program services for low literacy students and English language learners are clearly and completely outlined, reflecting research and best practices in literacy education.	The response is partially complete and may describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may be partially outlined, with some support from best practices and research in adult literacy education.	The response is incomplete or unclear in some respects. It may not describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may not be clearly outlined.

C2. Consideration 2

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities

Required Narrative

- 1) Describe how your program is designed to serve eligible individuals with disabilities.
- 2) Describe how your program is designed to serve eligible individuals with learning disabilities.

SCORING RUBRIC FOR C2. CONSIDERATION 2		
21-30 Points	11-20 Points	1-10 Points
The response clearly and completely describes how the program will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	The response is incomplete or unclear in some respects. It does not describe well how the program will serve eligible individuals with disabilities.	The response is incomplete or unclear in some respects. It does not describe well how the program will serve eligible individuals with disabilities.

C3. Consideration 3

PTS *Maximum 1000 words, not including tables 60 pts*

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

Required Narrative

- 1) Provide detail as to the effectiveness of your program in improving the literacy of eligible individuals.
- 2)

State Adjusted Levels of Performance	
Performance Measure	FY 24 Negotiated Level of Performance
Measurable Skill Gain (MSG)	56.0%
Credential Attainment Rate	40.0%
Employment (Second Quarter After Exit)	57.0%
Employment (Fourth Quarter After Exit)	59.0%
Median Earnings (Second Quarter After Exit)	\$4,100.00

- 3) Describe how your program has worked to improve the literacy of eligible individuals who have low levels of literacy.

Required Data

Applicants are required to submit data regarding their past effectiveness for fiscal years 2023 (July 1, 2022 – June 30, 2023) and 2024 (July 1, 2023 – June 30, 2024) using the tables on the following pages. The levels of performance submitted on the tables will be used to determine the quality of performance of the applicants.

SCORING RUBRIC FOR C3. CONSIDERATION 3		
41-60 Points	21-40 Points	0-20 Points
The description is fully and clearly responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance in the future. It cites relevant data and research and clearly demonstrates the program has an understanding of how to meet state-adjusted levels of performance.	The description is somewhat responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance. It cites some relevant data and research and demonstrates the program has some understanding of the state-adjusted levels of performance are and how to meet them.	The response is incomplete or unclear in more than one respect. The description is minimally responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and how it will meet the state-adjusted levels of performance.

Fiscal Year 2023			
Primary Indicators of Performance	Number of Participants Eligible for the Outcome	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Measurable Skill Gain			
Employment, Second Quarter After Exit			
Employment, Fourth Quarter After Exit			
Median Earnings, Second Quarter After Exit			N/A
Credential Attainment			

Fiscal Year 2024			
Primary Indicators of Performance	Number of Participants Eligible for the Outcome	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Measurable Skill Gain			
Employment, Second Quarter After Exit			
Employment, Fourth Quarter After Exit			

Median Earnings, Second Quarter After Exit			N/A
Credential Attainment			

C4. Consideration 4

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners

Required Narrative

- 1) Explain how your program aligns its activities to the strategies and goals of the local WIOA plan.
- 2) Explain how your program aligns with the activities and services of the one-stop partners in your designated local area(s).
- 3) Describe how the eligible provider has input on the local workforce development board.

SCORING RUBRIC FOR C4. CONSIDERATION 4

21-30 Points	11-20 Points	0-10 Points
The description is fully and clearly responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and describes clearly and completely how the eligible provider has input on the local workforce development board(s).	The description is partially responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).	The response is incomplete or unclear in some respects. The description is minimally responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).

C5. Consideration 5

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Whether the eligible provider’s program— is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction;

Required Narrative

- 1) Describe how your program provides sufficient intensity and quality to allow students to make substantial learning gains.
- 2) Describe how your program design incorporates the most rigorous research available so that participants achieve substantial learning gains.
- 3) Describe how your program uses instructional practices that include the essential components of reading instruction.

SCORING RUBRIC FOR C5. CONSIDERATION 5

41-60 Points	21-40 Points	0-20 Points
The description is fully responsive and clear. It provides some specificity and cites research regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.	The description is partially responsive and provides some specificity regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.

C6. Consideration 6

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Required Narrative

- 1) Reading, Writing, and Speaking Instruction

<p>(A) Describe how your program delivers reading, writing, and speaking instruction.</p> <p>(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.</p> <p>(C) Describe how your program incorporates scientifically valid research and effective educational practice.</p> <p>2) Mathematics Instruction</p> <p>(A) Describe how your program delivers mathematics instruction.</p> <p>(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.</p> <p>(C) Describe how your program incorporates scientifically valid research and effective educational practice.</p> <p>3) English Language Acquisition Instruction</p> <p>(A) Describe how your program delivers English language acquisition instruction.</p> <p>(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.</p> <p>(C) Describe how your program incorporates scientifically valid research and effective educational practice.</p>
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SCORING RUBRIC FOR C6. CONSIDERATION 6		
41-60 Points	21-40 Points	0-20 Points
The description is fully responsive and clear regarding how the organization's activities are based on the best practices derived from the most rigorous research available. The response cites relevant research and shows alignment of activities with research.	The description is partially responsive regarding how the organization's activities are based on the best practices derived from the most rigorous research available. Some relevant research is cited.	The response is incomplete or unclear in some respects. The description is minimally responsive or unclear regarding how the organization's activities are based on the best practices derived from the most rigorous research available.

C7. Consideration 7

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance

Required Narrative

- 1) Describe how your program uses technology to enhance programming and increase the quality of learning.
(A) Describe how your program’s use of technology leads to improved performance.
- 2) Describe how your program uses distance education to enhance programming and increase the quality of learning.
(A) Describe how your program’s use of distance education leads to improved performance.

SCORING RUBRIC FOR C7. CONSIDERATION 7

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization’s activities effectively use technology. Response cites data clearly indicating improved student learning due to the use of technology services and delivery systems.	The description is partially responsive on how the organization’s activities effectively use technology. Response may cite some data.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s activities effectively use technology.

C8. Consideration 8

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —
Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship

Required Narrative

- 1) Describe how your program offers contextualized learning opportunities, including integrated education and training, so that an individual acquires the skills needed to:

- (A) transition to and complete postsecondary education and training programs.
 (B) obtain and advance in employment leading to economic self-sufficiency.
 (C) exercise the rights and responsibilities of citizenship.

SCORING RUBRIC FOR C8. CONSIDERATION 8		
41-60 Points	21-40 Points	0-20 Points
The description is fully responsive regarding how the organization's activities provide learning in context. The response cites research and relates it to the applicant's contextual learning activities.	The description is partially responsive and provides some specificity regarding how the organization's activities provide learning in context. The response may cite some research.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization's activities provide learning in context.

C9. Consideration 9

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 Whether the eligible provider's activities are delivered by well-trained instructors, navigators, and directors who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means. See OAE Program Guidelines for minimum qualifications.

Required Narrative

- 1) How do your instructional positions align with the College and Career Readiness Standards (CCRS) for Adult Education?
- 2) Describe the face-to-face and electronic professional development available to your staff.
- 3) Describe the face-to-face and electronic professional development in which your staff participates.

SCORING RUBRIC FOR C9. CONSIDERATION 9		
21-30 Points	11-20 Points	0-10 Points
The description is fully responsive and specific regarding the organization's instructors and professional development. The response demonstrates in-depth understanding of the CCRS.	The description is partially responsive regarding the organization's standards alignment, instructors, and/or professional development. Response may be lacking some specificity. Demonstrates some understanding of the CCRS.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding standards alignment, instructors, and/or professional development. Demonstrates little understanding of the CCRS.

C10. Consideration 10

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider— Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways

Required Narrative

- 1) Describe how your program coordinates the development of career pathways with other available education, training, and social service resources in the community, such as by establishing strong links with:
 - (A) Elementary and secondary schools;
 - (B) Postsecondary educational institutions;
 - (C) Institutions of higher education;
 - (D) Local workforce development boards;
 - (E) One-stop centers;
 - (F) Job training programs;
 - (G) Social services agencies;
 - (H) Business and industry;
 - (I) Labor organizations;
 - (J) Community-based organizations;
 - (K) Nonprofit organizations.

SCORING RUBRIC FOR C10. CONSIDERATION 10		
21-30 Points	11-20 Points	0-10 Points
The description is fully responsive regarding how the program coordinates the development of career pathways with others. The response provides much specificity and detail and/or demonstrates a high level of community partnership in career pathways efforts.	The description is partially responsive regarding how the program coordinates in the development of career pathways with others. Response demonstrates that some efforts have been made to coordinate with other community resources. Response may lack specificity or detail.	The response is incomplete or unclear in some respects. The description is only minimally responsive regarding how the program coordinates in the development of career pathways with others, or the program coordinates with few or no other community resources.

C11. Consideration 11

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs

Required Narrative

- 1) Describe how your program offers flexible schedules necessary to enable individuals to attend and complete programs.
- 2) Describe how your program offers flexible schedules necessary to enable individuals with disabilities or other special needs to attend and complete programs.
- 3) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals to attend and complete programs:
 - (A) childcare;
 - (B) transportation;
 - (C) mental health services;
 - (D) career planning.
 - (E) With what other federal, state, or local support services does your program coordinate?
- 4) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals with disabilities or other special needs to attend and complete programs:
 - (A) childcare;
 - (B) transportation;
 - (C) mental health services;
 - (D) career planning.

(E) With what other federal, state, or local support services does your program coordinate?

SCORING RUBRIC FOR C11. CONSIDERATION 11		
21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization's activities offer flexibility as described in the prompt. Response demonstrates that the program has effectively provided significant flexibility for both populations described in the prompt.	The description is partially responsive on how the organization's activities offer flexibility as described in the prompt. The program offers at least some flexibility for both populations described in the prompt.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization offers flexibility as described in the prompt and/or the program does not offer much or any flexibility for either or both populations described in the prompt.

C12. Consideration 12

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall—
Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

Required Narrative

Funded programs must commit to using the OAE Student Information System (LACES) to allow for the recording, monitoring, and reporting of measurable participant outcomes (**This is a state requirement**).

- 1) Describe the processes in place to ensure the accurate recording of student information including, but not limited to, demographics, testing, attendance, and outcome data.
- 2) Describe the process in place to ensure weekly (**state requirement**) entry of applicable student data into the LACES data system.

SCORING RUBRIC FOR C12. CONSIDERATION 12		
21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization will ensure the accurate recording of student information, providing much	The response is partially responsive on how the organization will ensure the accurate recording of student information, providing some	The response is incomplete or unclear in some respects. The description is not responsive on how the organization will ensure the

specificity and detail regarding processes.	specificity and detail regarding processes.	accurate recording of student information.
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C13. Consideration 13

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Required Narrative

- 1) Describe the need for English language acquisition and civics education programs in the area(s) in which your program is located.
(A) What data sources indicate the need?

SCORING RUBRIC FOR C13. CONSIDERATION 13

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive regarding English language acquisition and civics education programs. The application cites and analyses data—program data, survey data, census data, community data—that demonstrate and evaluate the need for these programs.	The response is partially responsive regarding English language acquisition and/or civics education programs. The application may have cited some data and/or research indicating a need in the area for such programs.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding English language acquisition and/or civics education programs. Relevant data may not be included.

D. One-Stop Partner Responsibilities [34 CFR 463.22\(a\)\(5\)](#)

Maximum 500 words, 30 pts

This is a state-imposed requirement:
A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities.
Required Narrative
<p>Describe how your program will</p> <ul style="list-style-type: none"> (i) Provide access through the one-stop delivery system to adult education and literacy activities; (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs (paid from local program Administrative Costs funds) for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding; ; (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system; (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and (v) Provide representation to the local workforce development board. The State will provide representation to the state workforce board.

SCORING RUBRIC FOR D. ONE-STOP PARTNER RESONSIBILITIES		
41-60 Points	21-40 Points	0-20 Points
The description is fully responsive regarding one-stop partner responsibilities, including all of the information requested in the narrative prompt. Response offers significant specificity and detail.	The response is partially responsive regarding one-stop partner responsibilities, including some of the information requested in the narrative prompt. Response may be lacking specificity or detail.	The response is incomplete or unclear in several respects. The description is minimally responsive regarding one-stop partner responsibilities and includes little of the information requested in the narrative prompt.

E. Integrated English Literacy and Civics Education

[Sec. 243\(c\)](#), [34 CFR 463.33](#), [34 CFR Part 463 Subpart G](#)

Maximum 1,500 words, 100 pts

NOTE: Only complete this section if your program is applying for Sec. 243 IELCE PROGRAM funds. Before you decide whether or not to apply for Sec. 243 funds, please be sure to review all information provided carefully.

What the law says:

Under Title II of WIOA, a portion of AEFLA funds are reserved specifically for the IELCE PROGRAM ([Section 243](#)), as distinct from IELCE services which also remain an allowable adult education and literacy activity that eligible providers may include in their services using non-IELCE ([Section 243](#)) AEFLA funding.

[Section 203\(2\)](#) of WIOA defines “adult education and literacy activities” as “...programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated education and training.”

[Section 203\(12\)](#) of WIOA defines “integrated English literacy and civics education” (IELCE) as “...education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

To be clear, the IELCE PROGRAM established under [Section 243](#) of WIOA differs from the more general IELCE “services” in that providers receiving funds for this specific [Section 243](#) PROGRAM must: (1) Provide IELCE activities in combination with IET, and (2) prepare English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, as well as integrate with the local workforce development system to carry out the activities of the program.

Under [Section 203\(11\)](#) of WIOA and [34 C.F.R. § 463.35](#), “integrated education and training” (IET) means “...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” IET is further described at [34 C.F.R. § 463.36–463.38](#). To learn more about the statutory requirements of IET, you may find the following resources helpful:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

What the regulations say:

The Integrated English Literacy and Civics Education (IELCE) program refers to the use of funds provided under [Section 243](#) of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. IELCE services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

Required Narrative:

- 1) Describe your program's English language acquisition instruction and how your program instructs on the rights and responsibilities of citizenship and civic participation.
- 2) Describe how your program is designed to prepare English languages learners for occupations in in-demand industries and occupations that lead to economic self-sufficiency.
- 3) Describe how your program places English languages learners into in-demand industries and occupations that lead to economic self-sufficiency.
- 4) Describe how your program integrates with the local workforce development system and its functions to carry out the activities of the Integrated English Literacy and Civics Education program.
- 5) Describe how your program plans to meet the requirement to use funds for IELCE in combination with IET activities. Your program may meet the requirement by co-enrolling participants in IET that is provided within the local or regional workforce development area from sources other than [Section 243](#) or by using funds provided under [Section 243](#) to support IET activities.
- 6) Describe who is eligible to receive IELCE services in your program, including professionals with degrees and credentials obtained in their native countries.

SCORING RUBRIC FOR E. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION		
67-100 Points	34-66 Points	0-33 Points
The response clearly and completely describes the program's IELCE offerings. Response fully addresses each of the six elements of the prompt with specificity and detail. Response makes sufficient reference to relevant research and best practices.	The response partially describes the program's IELCE offerings. Response addresses each of the six elements of the prompt but may lack specificity and detail in some parts. Response makes reference to some relevant research and best practices.	The response is incomplete or unclear in several respects. It may not adequately or only minimally describe the program's IELCE program offerings. Information on one or more of the six elements of the prompt are not clear or complete. Response lacks specificity and detail. Insufficient or lacking references to relevant research and best practices.

F. Organizational Chart

The applicant must submit an organizational chart. (State Requirement).

G. Personnel Worksheet – Administration

The applicant must submit a Personnel Worksheet - Administration form which can be found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>. (State Requirement)

H. Personnel Worksheet – Instructional and All Other Staff

The applicant must submit a Personnel Worksheet – Instruction and All Other Staff form which can be found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>. (State Requirement)

I. Class Schedule

The applicant must submit a class schedule which can be found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>. (State Requirement)

J. Assurances for Non-Construction Programs (SF-424B)

The applicant must sign and submit the Assurances for Non-Construction Programs (SF-424B) form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

K. Certification Regarding Lobbying

The applicant must sign and submit the Certification Regarding Lobbying form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

L. Disclosure of Lobbying Activities Form (if appropriate)

The applicant must sign and submit the Disclosure of Lobbying Activities form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

M. Section 502. Buy-American Requirements

The applicant must sign and submit the Section 502 – Buy-American Requirements form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

N. Grant Assurances

The eligible provider accepts overall responsibility for ensuring grant funds are expended in accordance with the Workforce Innovation and Opportunity Act (WIOA)/Adult Education and Family Literacy Act (AEFLA), the General Education Provisions Act (GEPA), and other statutes applicable to the execution of a federally funded workforce/education program. The applicant must sign and submit the Grant Assurance form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

O. GEPA Statement

The applicant must sign and submit a GEPA Statement from their institution/agency.

P. Budget Submission

Applicants must prepare and submit a proposed budget for the provision of educational services in FY 2026 (July 1, 2025 – June 30, 2026) under this grant proposal as a required component.

- a. Describe how funds will be spent consistent with Title II requirements. Include the activity(ies) that will be provided and how funds will be allocated.
- b. Applicants should also provide a detailed narrative describing the costs of administration, instruction (instructors, paraprofessionals, textbooks and software), maintenance and operation (rent, utilities custodial services, etc...), and other support services (equipment, conference travel, etc.) as well as a line-item budget for each grant.
- c. Explain how the costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable and sufficient to implement the proposed activities.
- d. Applicants should complete the Adult Education Budget Worksheet. This worksheet can be found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by the OAE and are subject to a negotiation process between the OAE and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.