

	APPENDIX E: 13 Considerations Crosswalk
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WIOA CONSIDERATIONS	GRANT QUESTION
1. The degree to which the eligible provider would be responsive to <ul style="list-style-type: none"> A. regional needs as identified in the local plan; 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 <ul style="list-style-type: none"> ▪ who have low levels of literacy skills; or ▪ who are English language learners. 	1A – ALIGNMENT TO STATE PLAN 1B – SERVING THOSE MOST IN NEED
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	SERVING THOSE MOST IN NEED
3. Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.	DEMONSTRATED EFFECTIVENESS
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners.	ALIGNMENT TO STATE PLAN
5. Whether the eligible provider's program <ul style="list-style-type: none"> 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. 	5A - INTENSITY AND QUALITY 5B – EFFECTIVE EDUCATIONAL PRACTICES
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;	EFFECTIVE EDUCATIONAL PRACTICES
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.	USE OF TECHNOLOGY
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	CONTEXTUALIZED LEARNING
9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators, and who have access to high quality professional development, including through electronic means.	STAFFING AND PROFESSIONAL DEVELOPMENT
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.	CAREER PATHWAYS DEVELOPMENT
11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.	INTENSITY AND QUALITY
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	N/A
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.	ENGLISH LANGUAGE ACQUISITION NEED