

Considerations

The following **AEFLA** Title II Considerations will be thoughtfully reviewed in light of the degree to which the applicant responds to:

- Regional needs as identified in the local plan under 108;
- Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:
 - o Who have low levels of literacy skills; or
 - o Who are English language learners;
- The ability of the applicant to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- 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;
 - o Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - o Uses instructional practices that include the essential components of reading instruction;
- Whether the eligible applicant's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible applicant, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
- Whether the eligible applicant'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;
- Whether the eligible applicant'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;
- Whether the eligible applicant's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
 - Whether the eligible applicant's activities coordinate with other available education, training, and social service resources in the community;
- Whether the eligible applicant's activities offer flexible schedules and coordination with Federal, State, and local support services (e.g., child care, transportation, etc.) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
 - Whether the eligible applicant 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; and
 - Whether the local areas in which the eligible applicant is located have a demonstrated need for additional English language acquisition programs and civics education programs.