

**Office of Adult Education**

**2021-22 SECTION 107 STATEWIDE PROVIDER SELECTION CRITERIA**

**Location:**

- Seek to provide access to services in every county or multiple access points based upon a need metric, including but not limited to:
  - Non-credentialed target population (could include Grad/Dropout rates)
  - Poverty, homeless, unemployment, ESL population, total population, and other census data
- Access to services based on availability of transportation, technology, and other infrastructure. Program location might also be impacted by demand and program time of offerings, etc.

**Demand for Services:**

- Does this demand match with the current location of providers
  - Who are non-credentialed learners; how do we target/market/outreach
  - Are programs sharing resources in order to meet demand, satellites
- Criteria should be based on local demand and identifying local data to support the need:
  - ESL might be higher/lower demand by region
  - Does program consider employer input/demand

**Cost to Provide Instructional Services:**

- Proposal clearly provides costs to provide programming:
  - Costs are realistic
  - Costs provided in total as well as per participant
  - Provides for regional nuances/needs
- Value of leveraging funds for multiple programs aligned toward this initiative:
  - In-kind contributions, detailed and explained
  - Collaborative partners, shared leadership
  - Common forms and procedures
  - Proposal addresses barriers to access

## Quality Indicators:

- Past Performance (current providers)
- Past Performance (new providers)
  - Organizational Performance
  - Performance and Experience serving Adult Learners
  - Capacity and Knowledge to serve Adult Learners
- Evidence of Innovation
- Cost Efficiencies and Cost Effectiveness (satellite hubs, collaboration with community partners, reductions in administrative costs)
- Additional points for serving “hard to serve” (low levels of literacy skills, English Language Learners) and individuals with disabilities, including learning disabilities)
- Demonstrate collaborative partnerships/relationships with other agencies offering resources and support to address barriers to education/access
- Ability to work collaboratively with other regional providers and regional fiscal agent to determine needs of adult learners and appropriate use of resources
- Regularly attend and participate in regional meetings and professional development where applicable
- Additional points for mitigating barriers to education/access
- Instructional Quality Indicators:
  - Rigor
  - CCR standards alignment; alignment with MMC
  - Demonstrate ability to transition instructional models depending upon the needs of the participants, which could include classroom, virtual/distance, hybrid, or other models
- Organizational Capacity (capacity to meet reporting requirements, maintenance of files/records, fiscal administration/responsibility, systems of accountability [fiscal management, internal review, and improvement plans, etc.]
- Ability to meet Section 107 and LEO-WD data entry requirements (quality of data, timeliness of reporting, participant reporting, performance reporting, etc.)
- Ability to meet all the Section 107 requirements and LEO-WD policies (eligibility, ALP, assessments, teacher certification, follow-up, etc.)
- Ability to offer continuing education opportunities for teachers to maintain Michigan teaching certification